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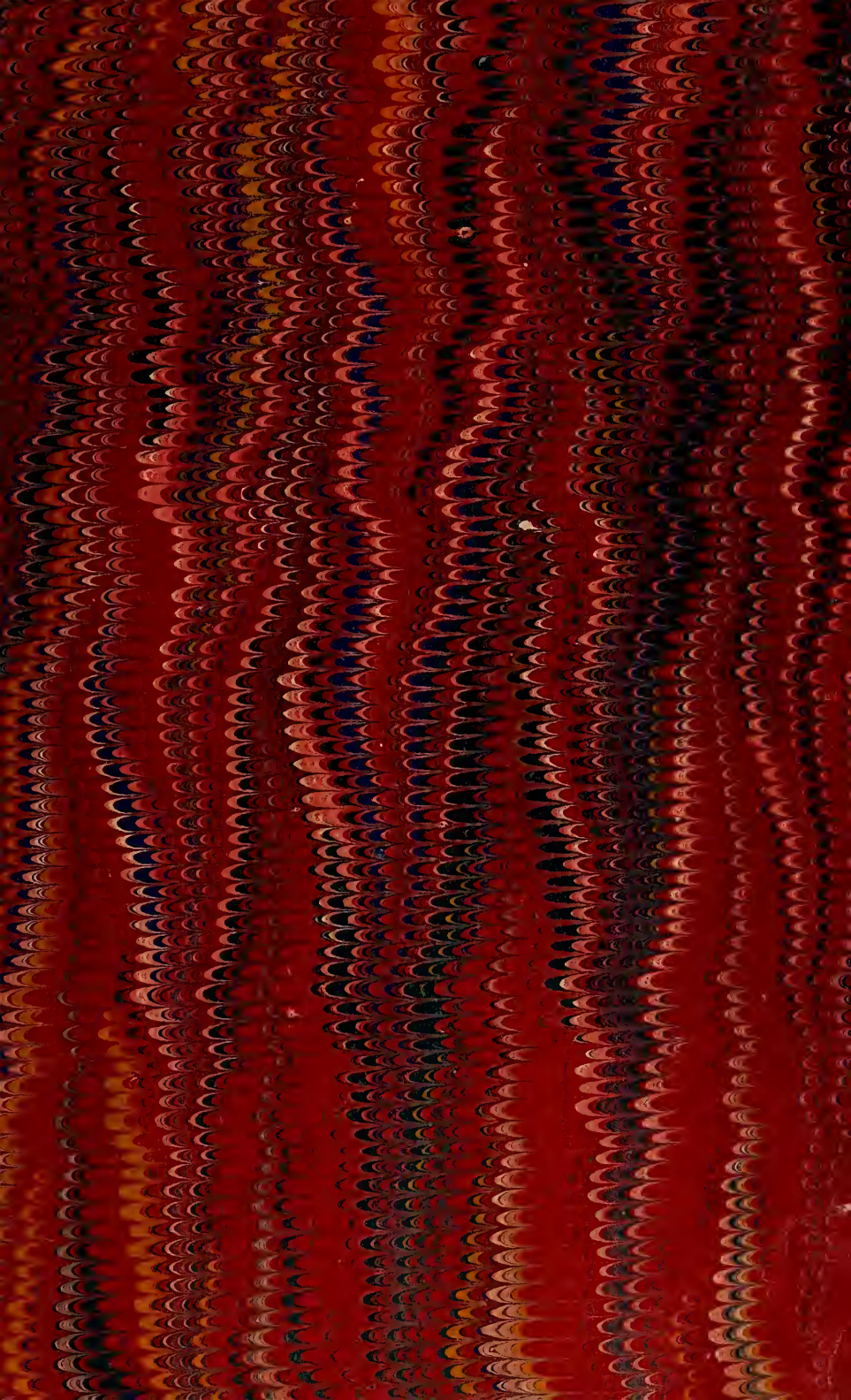
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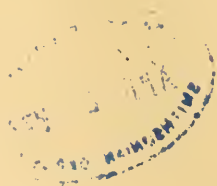
# History of Education

IN

WISCONSIN.







HISTORICAL SKETCH  
OF  
EDUCATION IN WISCONSIN.

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Prepared in compliance with the invitation of the Superintendent of Public  
Instruction of Wisconsin, for the National Centennial of 1876.



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## PREFACE.

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THE object of this work is to present to the National Centennial of our country, for 1876, an account of the origin and development of the educational system in Wisconsin. Though the state is comparatively young, it has taken an advanced position in fostering its public schools and its state institutions of learning. The academies and denominational colleges, while not immediately connected with our educational system, have performed valuable work for the state.

The school system has been traced to its sources in the earliest movements in Wisconsin; and the successive stages of its growth, during the territorial government and under the state organization, have been carefully noticed. The materials of this history have been obtained from documents issued by the different state departments, from an examination of many of the places mentioned, from interviews and correspondence with the early pioneers, and from the personal recollections of the author.

As sketches of the history of the normal schools and the denominational colleges have been furnished in other forms for the Centennial, only a brief review of the beginning and progress of these institutions has here been introduced.

To the work there have been added, in the appendix, brief views of the operations of the State Historical Society, by Prof. James D. Butler, and of the Academy of Sciences, Arts and Letters, by Prof. John E. Davies.

W. C. WHITFORD.

MILTON, Wis., May 8, 1876.

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# HISTORICAL SKETCH OF EDUCATION IN WISCONSIN.

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## CHAPTER I.

### SCHOOLS PREVIOUS TO THE ORGANIZATION OF THE TERRITORY.

The earliest schools in Wisconsin had their origin in five different movements within the state. The first was the operations of the French missionaries and traders; the second, the establishment of military posts by our government; the third, the missionary labors to educate Indian children; the fourth, the discovery and the first working of the lead mines; and the fifth, the occupancy of large portions of the state by eastern settlers, just after the Black Hawk war. The systems of education introduced by these movements were, as might be judged, peculiar in many respects, and independent of each other.

#### I. FRENCH MISSIONARIES AND TRADERS.

The first permanent settlement in the state was made in 1745, at Green Bay. The French Jesuits had sus-

tained at times, in the previous seventy-five years, missionary stations at La Pointe, De Pere, and Prairie du Chien. They were joined by other Frenchmen, who lived as hunters, trappers, and adventurers. In other localities, schools were held at an early day by missionaries; but in this state, no mission school was formed in the last century at any of the French posts. The heroic and self-denying disciples of Loyola, and some of the first settlers at the trading stations, were men of considerable culture. Augustin De Langlade and his son Charles, the founders of the colony at Green Bay, were educated, the former in France, and the latter at Mackinaw. Nicholas Boilvin and Joseph Rolette, residents at Prairie du Chien subsequent to 1780, were carefully trained for business or for the Catholic church. A few of the most intelligent and wealthy families in these settlements sent their children to Quebec, Montreal, Detroit, and St. Louis to acquire either an English or a French education. The sons of an early settler at La Pointe attended a school in Canada.

In some cases, private instruction was given in the families of the French colonists. The first school held in the state, of which we gain any information, was connected with the family of Pierre Grignon, who married a daughter of Charles De Langlade, and resided at Green Bay. This was in 1791; and the children of Mr. Grignon, both sons and daughters, were taught the simple elements, without doubt, in the French language. Their teacher was James Porlier, who may be regarded as the first school-master in the state. He was educated in the Catholic Seminary at Montreal, and emigrated to Green Bay in the same year he taught.

He was of medium size, light complexion, a little bald in after life, very mild, and invariably pleasant to both friends and strangers. He was highly esteemed; and filled, during the forty-eight years of his residence in the state, the offices of Captain of the Militia, County Commissioner, Chief Justice of Brown county, and Judge of Probate. Before 1820, schools were kept, in all probability, in some families at Prairie du Chien. In 1824, Joseph Rolette, a merchant in the place, engaged Daniel Curtis, a cashiered captain in the American army, to instruct his children in the English language. Some of his neighbors, it seems, patronized the school. A young lady, Miss Crawford, who afterwards married Wm. Mitchell, of Green Bay, was raised at this place, obtained at home a good common education, and learned to speak English and French fluently. She assisted Mrs. J. H. Lockwood, in 1825, in teaching here the first Sunday-school in the state.

## II. MILITARY POSTS.

Green Bay and Prairie du Chien were made military posts in 1816, and were both occupied by American troops. In the same year, Fort Crawford was built at Prairie du Chien; and in the following year, Fort Howard at Green Bay. Fort Winnebago, near where Portage City now stands, was erected and supplied with a garrison in 1828. Soon after these forts were established, "settlers from the states," as they were then called, began to locate in their vicinity. At these forts were conducted what were termed "post schools." They were under the direction of the commanders of the garrisons, and furnished instruction for the children

of the officers, soldiers, and prominent citizens residing near the forts. Usually the chaplains had charge of the schools, though other persons were sometimes engaged. In 1817, a sergeant by the name of Reeseden, a man of character and of a good education, taught in the fort at Prairie du Chien; and afterwards, for many years, other noncommissioned officers performed the same duty, being detailed for that work, and received fifteen cents per day above their regular army wages of \$5.00 a month. About the year 1824, a common English school was opened in connection with the fort at Green Bay, and was taught by a discharged soldier, in a school-house erected just outside the walls of the garrison. The school is mentioned as being held in 1832; and it was sustained from time to time as long as the fort was occupied by the United States troops. Rev. Richard F. Cadle, chaplain at this post after 1832, conducted this school for some time. In 1836, he moved to Prairie du Chien, and filled the same position at Fort Crawford for five years. Major John Green, commanding officer at Fort Winnebago, engaged, in 1835, Miss Eliza Haight, as governess in his family; and he allowed the children of the other officers at the post to attend the private school, in which there were in all about a dozen pupils. In the spring of 1840, Rev. S. P. Keyes became chaplain and school-master at this fort; and he instructed about twenty children, some of whom were over twelve years of age.

As a result of both these private and post schools, other means for the instruction of the children were employed at Green Bay and Prairie du Chien. In 1824, Daniel Curtis, who, it seems, left the latter place that

year, taught in a log school-house about two miles from Green Bay. He remained here for two years, and others conducted the school for years after he retired. About the year 1828, a log school-house was built by subscription at Shanty Town; and a young lady, Miss Caroline Russell, from the east, was employed as teacher by the American families, five in number, residing in the neighborhood. Afterwards, Miss Frances Sears taught in the same place. Both were well qualified to hear classes in reading, writing, arithmetic, English grammar, and geography, the only branches introduced. The pupils were generally young, of both sexes, and mostly children of American parentage. The schools were supported by subscription, paid by the parents of the scholars. About the year 1833, a school was started in the north ward of Green Bay, and was kept by Mr. William White, in a frame school-house, erected for that purpose. In addition to the common rudiments, some of the higher English studies, in connection with the Latin language, were taught. In 1832, a school was established at De Pere, six miles up the Fox river, and the seat of the ancient French mission. Miss Sears is again mentioned as teaching at Green Bay in 1836, in a frame school-house, twenty-four by thirty feet in size, and as having thirty-five pupils. A portion of this house is still standing.

At Prairie du Chien similar schools must be noticed. Sergeant Reeseden, who taught here the post school for a short time, had charge subsequently of a private school for eight or nine months, outside of the Fort. A gentleman from Canada, by the name of Giason, succeeded him, and gave instruction in both the English and



French languages. Mr. Curtis, who taught here in Mr. Rolette's family, conducted afterwards a select school of twenty to thirty scholars; and he organized classes in the higher branches. In 1830 or 1831, Judge James T. Mills, of Grant county, had the charge of a private school. In 1832, a student of divinity in the Presbyterian church taught here for six months. A Miss Kirby, from New York, held, in 1836, an infant school of twenty pupils; and some one collected thirty scholars of a higher grade into a select school. Between 1840 and 1850, a private school of an excellent character, was conducted most of the time by Henry Boyer, a discharged soldier in Napoleon's army.

### III. SCHOOLS FOR INDIAN CHILDREN.

Subsequent to the year 1816, the time when our government assumed the control of this section of the west, exertions were made by various religious societies, and by the government itself, to educate and Christianize the Indian population. Rev. Eleazer Williams, who became afterwards somewhat famous as the pretended Dauphin of France, was in the employ of the Episcopal Missionary Society of this country; and he conceived the idea, in 1820, of colonizing, at Green Bay, the Six Nations of New York. In 1823, he started, in connection with the mission among the Indians, a school of fifty white and half-breed children, on the west side of Fox river, opposite Shanty Town. It was for several years under the charge of Hon. A. G. Ellis, now of Stevens Point. In 1827, the Missionary Society decided to erect extensive buildings for a boarding school in which they might support and educate "children of full or

mixed Indian blood." Rev. Richard F. Cadle, already mentioned, was selected to conduct the enterprise. He was a man of energy, culture, and Christian worth; and he labored devotedly, for five years, as a missionary and teacher at Green Bay, and in its vicinity. Opposed and persecuted in his self-denying work, he was beloved by his pupils, and held in the highest esteem by his employers and the better class of citizens. The buildings erected for the school were situated on an elevated piece of ground, which overlooks the beautiful Fox river. Their cost was \$9,000. The principal edifice was thirty by ninety feet, and two stories high. Two wings were attached, one twenty by thirty feet, the other twenty by eighty. In them the children were not only instructed, but lodged and supplied with food. The school seemed at first decidedly successful. It was attended, in 1831, by one hundred and twenty-nine pupils from ten different tribes. They were received between the ages of four and fourteen years, and were taught habits of industry, a good English education, and the elements of the Christian religion. A portion of the time seven teachers were employed. This enterprise sustained branch missions among the Oneidas at Duck creek, and the Menomonees at Neenah. Though large amounts of money were expended in maintaining the school, it gradually diminished in size, and closed its operations, after sixteen years of trial, with only thirty-six pupils. However the hopes of those who sustained this missionary effort may have been disappointed, the school itself exerted a strong influence upon the other educational movements in its vicinity.

Near Green Bay, a Catholic mission school was organ-

ized, in 1830, by Rev. Samuel Mazzuchelli, an Italian priest. He was zealous, well educated, and talented; and toiled for four years with unremitting ardor, though not very successful in his enterprise. This work was an attempt to revive at this place the old missionary operations of the Jesuits among the Indians. The school was aided by the government, and by the Menomonee tribe among whom it was held.

In a treaty with the Winnebagoes, in 1832, the United States agreed to maintain, for twenty-seven years, a school at or near Prairie du Chien, for the education and support of such children of the tribe as should be sent voluntarily to it. Two or more teachers were to conduct the school at an annual cost not to exceed three thousand dollars. It was started on the Yellow river in Iowa, and kept there for nearly two years. It was afterwards moved to the Turkey river, in the same state, where suitable buildings were erected, and Rev. David Lowry, of the Presbyterian church, took charge of the school. It did not meet the expectations of the government, though Mr. Lowry, an enterprising and accomplished man, remained among the Winnebagoes as their agent until 1848.

#### IV. THE LEAD DISTRICT.

Some slight attempts to occupy and work portions of the lead mines were made as early as 1822; but the hostility of the Indians living in that region prevented any further operations. They were exceedingly jealous of the Americans, whom they would not even allow to examine their country. By 1827, an excitement in regard to the mines, like the more recent gold fever, pre-

ailed in certain portions of the states in the East and South. Hundreds rushed to the district, which, in a short time, was computed to hold five thousand inhabitants. The miners came principally from the central, western, and southern states, invited and protected by the government.

Checked for a season by the alarm which grew out of what is called the "Winnebago War," and by the actual hostilities of the Black Hawk contest in 1832, the emigrants afterwards spread rapidly over the whole section; and when Wisconsin became a territory by itself, in 1836, the lead region had a very large majority of the population.

Prominent villages were located and built up near valuable openings in the mines, as Mineral Point, Platteville, Shullsburg, Dodgeville, Cassville, Gratiots Grove, and others. Several of the most useful citizens of the state arrived with the miners. There must be mentioned as among these, Gov. Dodge, whose messages subsequently showed that he engaged with the liveliest interest in the establishment of public schools; Hon. John H. Rountree, a prominent citizen of Grant county, and who aided materially in opening the first schools in the southwestern part of the state, including Platteville Academy, now a state normal school; Gen. Charles Bracken, who first introduced in the territorial legislature a bill to create a common school fund; and Col. Daniel M. Parkinson, who was chairman of the assembly committee which made the earliest inquiries into the expediency of establishing a common school system in the state.

At Mineral Point, in July, 1830, was built the first

school-house in the lead district. It was constructed of logs, and when not occupied by the school, it furnished also accommodations in its single room for a justice's court, and for religious meetings. In August of the year in which it was erected, a select school was opened in it by Mr. Henry Boyer, who taught afterwards, as we have already shown, at Prairie du Chien. He remained there three terms, and charged the small children two dollars and a half for their tuition, and the larger ones three and a half. The house soon passed into the hands of the Presbyterian Church, and was torn down, with most of the other buildings of the place, to be used in the construction of a fort, in 1832, the time of the Black Hawk War. Another house was put up in 1834, on High street, and a school was kept in it for a year by the Rev. Mr. Campbell, and his daughter, the first lady teacher of the place. In 1836, a school of fifty scholars, probably sustained by a tax, was taught in the Methodist log meeting-house, it is believed, by a Mr. Parker and his daughter.

The second school in the mineral district was started at Platteville in the spring of 1834. A school-house had been erected the year previous in the southwestern part of the village. It was eighteen by twenty feet, one story, made of hewn logs, well put together. The school was supported by subscription, had twelve or fourteen pupils, and was taught by Samuel Huntington, an experienced school-master. He seems to have been at the time an adventurer, and employed his time and that of his scholars largely in hunting for veins of lead in the vicinity. The school was afterwards moved into the central portion of the village; and it was taught, in 1836, by Dr. A. T. Locey, who had forty pupils.

Though prominent men in this district engaged subsequently with much earnestness in developing the common school interests of the state, yet the cause of education made feeble progress in the beginning among the miners. Their occupation did not tend toward establishing schools; they migrated from place to place, as old diggings failed, or as new ones were thought to be more profitable, and they held no title to the soil for several years. Besides, the population were largely from sections of our country where public schools had not been fostered, and generally they knew very little of their worth. Still they gradually came to feel the need of an education for their children; and, by 1836, a few other private schools, supported as those we have mentioned, were probably established.

#### V. THE EARLIEST EASTERN SETTLERS.

The Black Hawk War was the source of inestimable advantage to the state, in directing public attention in the east to large portions of our territory, unoccupied and but slightly explored. The glowing accounts of the rich country, published in the newspapers, and carried back by soldiers in the army to their friends, induced the speedy emigration to our borders of thousands of intelligent, hardy, and enterprising people from New England and the middle states. Settlements were made along the lake shore from 1834 to 1836; and in the latter year, in a few portions of the fertile Rock river valley, and around Winnebago lake. In the country between these localities and the shore of Lake Michigan, a number of places were selected and occupied; and these have grown into flourishing villages or small cities. The financial

revulsion of 1836, ruining hundreds of families, compelled them to seek new homes and build up new fortunes on our prairies and by the side of our waters.

Wherever even a few of the eastern emigrants settled together in the state, there they started at once a school. They were carrying out the inspirations of their former homes, and were laying, with the eye of prophecy, the sure foundation of a glorious commonwealth.

In 1833, there were eight small private schools in the state, and two hundred and seventy-five pupils attending them, according to the statement of Rev. S. A. Dwinell, of Reedsburg, an early pioneer. The population was estimated to be about 9,000, exclusive of Indians. We have already mentioned the schools at Green Bay, Prairie du Chien, and in the mineral region. There were other private schools at Kenosha, Milwaukee, and Sheboygan; these were formed by the eastern settlers. The one at Kenosha was opened in December, the year previous, by Rev. Jason Lothrop, a Baptist minister, and well educated, with about thirty scholars, in a log school-house. The first frame house erected soon afterwards in the city, was occupied by a school. The first school in Milwaukee was taught in the winter of 1835-36, by David Worthington, afterwards a Methodist minister, in a private building owned by Samuel Brown, on East Water street, one block south of Wisconsin street. In the fall following, the first public school was organized by law in the bounds of the state. This was the only one established under the school laws of the Michigan Territory, as such; and it was conducted by Edward West, now of Appleton, in a framed school-house, used at present as a store, and



standing in the Second Ward of the city, and known as No. 371, Third street. At Sheboygan, in the winter following, F. M. Rublee taught the first school in the county, in a private room, with only a few scholars. These schools, except the one organized in Milwaukee, were supported by subscription.

At the close of this period, there had not been laid the foundation of any academy or college in the state. During nearly a half century, the schools, with a single exception, had been started and maintained by the influence of the family, our religion, the military power, and the combined efforts of private individuals in several localities.

## CHAPTER II.

## SCHOOL SYSTEM UNDER THE TERRITORIAL GOVERNMENT.

## I. BEGINNING OF THE SCHOOL SYSTEM.

Wisconsin was attached to Michigan Territory from 1818 to 1836; and from 1836 to 1848, it was a territory for a short time in connection with Iowa, and afterwards by itself. In this latter period, tens of thousands of the eastern settlers found homes in the portions of the state already occupied. This tide of the incoming population also flowed down the valley of the Wisconsin river, into the adjacent sections north, and lastly up the Mississippi banks and along the many streams in the northwestern counties. In every village formed by this people, and on nearly every two miles square of territory settled by them, was organized either the private or public school. One or more persons in each community, noted for their intelligence or public spirit, first gathered the children into a school, held in a private dwelling or in a rude log school-house; and they engaged as a teacher generally some one among the settlers who had taught in the East. Very frequently the place for the school was the place for the weekly divine worship. The studies and the text-books selected were the same as were found in the eastern common schools. A term of three months in the year was usually taught. The teachers' wages were low, and but a few were induced to remain long in their humble occupation.

When a sufficient number of families had settled in the same neighborhood to support even a small public school, the family or the private school which had been maintained in the place was usually abandoned. Hundreds of instances of this kind can be mentioned. In this way was formed the beginning of the school system, which has since, on account of its efficiency, become the pride of the state.

## II. LEGISLATIVE ACTION.

Soon after the organization of the territory, in 1836, the school code of Michigan was adopted almost entire by the legislature. Defective as it was, and modified in some of its minor provisions almost every year, it continued in force until after the state was formed. Since it required nearly a year after the adoption of our constitution, for our present system of public instruction to go into operation throughout the state, let us notice the beginning and the growth of this system in our legislative action from 1836 to 1849, when the present school law was adopted.

The protection of the lands donated to Wisconsin by the United States government for school purposes, and the creation of a common school fund first called the attention of our public men to the cause of education. The first resolution on school matters ever introduced into our legislative assembly, was at the session at Belmont, in 1836, and referred to the report of a bill to "prohibit persons from trespassing on the school lands in this territory by cutting and destroying timber." A memorial to congress was adopted requesting them to authorize the sale of the school section in each town-

ship, and appropriate the money arising toward creating a fund for the support of common schools.

At the second session, November 7, 1837, a bill was passed to "regulate the sale of school lands, and to provide for organizing, regulating, and perfecting common schools." Like the statutes of Michigan, it enforced the formation of schools in every town. A law had been enacted in Michigan, in 1827, ten years before, requiring every town having over fifty families to support by tax a common school; having one hundred families, two schools; having one hundred and fifty families, three schools; and so on. If this duty was neglected, the town was compelled to pay a fine in proportion to the number of the families living in it, and the fine was distributed among the poor districts of the county to aid in maintaining schools. But in Wisconsin, it was provided, that as soon as twenty electors should reside in a surveyed township, in which was the school section, they should elect three commissioners of common schools, who should hold their office three years, apply the proceeds of the leases of school lands to pay the wages of teachers in the township, lay off districts, and call school meetings. Each district should elect three directors to hold their office one year; and they should locate school-houses, hire teachers for at least three months in the year, and levy taxes for the support of schools. This tax was *pro rata* on the attendance of the pupils; and the children of persons unable to pay the tax were kept in the school by a tax on all the inhabitants of the district. Five inspectors, the third set of officers, were elected annually to examine schools, and to inspect and license the teachers. There was in

operation in the territory for three years, after 1836, a provision in the school code of Michigan, which authorized the governor to appoint a superintendent of common schools, to have the oversight of the school lands, and to report to the legislature the condition of the schools. His compensation was the payment of his necessary expenses and \$25 a year. No action seems to have been taken under this provision in Wisconsin.

In 1839, this school law was revised and specially adapted to the condition of the territory. Every town with not less than ten families was required to become a school district and provide a competent teacher; and with more than ten families, it was to be divided into two or more districts. The office of town commissioners was abolished and their duties were transferred to the inspectors, who had given to them the additional power to take charge of the school-houses, to lease and protect the school lands, to listen to complaints against teachers and discharge incompetent ones, and to make returns of the number of scholars to the county commissioners. It was the duty of the last named officers to appoint inspectors in the towns which refused or neglected to choose them. Trustees in each district might be elected, and could perform for the district the duties assigned to the inspectors. A teacher neglecting to procure a certificate could be fined fifty dollars—one-half to go to the informer, and the other half to the district in which he taught. The rate bill system of taxation was repealed, and a tax for building school-houses, or to support schools, not to exceed one-fourth of one per cent., was raised by the county commissioners on the whole county.

In 1840, a memorial to congress was adopted, representing that the people were anxious to establish a common school system with suitable resources for its support.

At nearly every session of the territorial legislature, a large number of local acts were passed, authorizing districts to raise money by tax to build school-houses. This became very annoying.

Important amendments were made in the school law in 1840 and 1841, restoring the office of town commissioners, which had been dropped in the act of 1839, and assigning to them the duties of the inspectors; laying down more complete directions for forming school districts; making five officers in each district—the clerk, collector, and three trustees; restricting to male residents, over twenty-one years of age, the privilege of voting at district meetings, and requiring such voters to be freeholders or house holders; changing the fine of teachers for neglecting to procure certificates from fifty dollars to forfeiture of a sum not exceeding their wages; authorizing certain amounts of money to be raised by tax in the district for building school-houses, and defining specifically the duties of each school officer.

### III. THE SCHOOL LAWS.

The commissioners were required to listen to appeals from any person aggrieved at the action of a district, and pass a decision thereon, which should be final. They made reports each year to the secretary of the territory, giving in detail the number of school districts in each town, the number of scholars and teachers, the length of time school had been maintained in

each district, and the amount of money raised by tax, and paid out for school purposes. A neglect of this duty was accompanied with heavy penalties.

It was the duty of the clerk to make yearly a list of the heads of families in the district, and the number of children in each family between the ages of four and sixteen, and to file a copy of said list in the office of the clerk of the board of county commissioners, and deliver another to the school commissioners of the town. These duties were afterwards transferred to the trustees, who performed all official labors of the district, except keeping the records and collecting the taxes. They engaged the teachers, had the custody of the school property, made out the tax lists and rate bills, and met the expenses of the schools.

The county commissioners, besides receiving the list of the families and of the children from each district, apportioned annually all moneys in the county treasury which had been appropriated to the common schools.

This code of school laws remained in force, with some slight amendments, until the state constitution was adopted. During the first five years of our territorial history, so many changes were made in the provisions of the system, that great confusion was caused in the management of the school affairs in the town and in the district, and people were justly dissatisfied. So strong was the feeling, that no important modification was permitted to be introduced until the organic law of the state went into force in 1848, though it was well known that radical deficiencies existed in the system. So great were these, that very many of the schools were poorly organized, and insufficient funds



were provided for their support. The rate bill tax or private subscription had to be resorted to in many districts to keep the schools in operation.

#### IV. ACTION PRELIMINARY TO THE CONSTITUTIONAL CONVENTIONS.

Previous to the adoption of the state constitution, the supervisory management of the public schools was discussed in various portions of the state. Defects were pointed out and remedies were demanded. Five school district officers, subject to be changed each year, made the care of the school cumbersome and uncertain. No real uniformity or permanency in any plan which the district might adopt, could be assured. The utility of electing a town superintendent in place of the town commissioners, was considered. It was held that one person, with all the responsibility upon him, would be more efficient than three, and give greater unity to the work. As early as 1841, a petition from Racine county was received by the legislature, asking for the creation of the office of state superintendent. Other requests on the same subject, from different parts of the territory, were presented at the subsequent sessions of that body. In 1846, a bill passed one branch of the legislature providing for the appointment of this officer, but it was lost in the other.

It became evident, by 1846, that a strenuous effort would be made to organize a state government. Until this was effected, the fund accruing from the sale of school lands could not be received from the general government, nor the income of this fund be applied toward maintaining schools. The benefit of obtaining

and using this immense fund supplied one of the main arguments for forming a state constitution. Gov. Dodge urged this subject upon the attention of the people in his message of 1847, stating that they could then control the sale of the sixteenth section in each township, and enjoy its avails, together with the donation of 500,000 acres of land by congress, and five per cent. of the net proceeds arising from the sale of public lands in the state. At once the expediency of establishing the free system of public instruction throughout the state was discussed in many places, and by liberal-minded men.

At Kenosha, where excellent schools had been sustained, the matter was first considered; and the first free school ever established in the state was organized here in 1845. The leader of this movement was Col. M. Frank, of that city, to whom the state, also, is more indebted than to any other citizen, for her excellent free school system. Educated in the central portion of New York state, and moving to Kenosha in 1837, he has labored devotedly to advance popular education. In February, 1845, as a member of the territorial legislature, he introduced a bill authorizing the legal voters within the corporate limits of his town to vote taxes on all the assessed property sufficient to support schools. The bill became a law; and, by one of the provisions, it was required to be submitted to the people before taking effect. The opposition to this measure was very strong, and there was evidently, at first, a majority against it. The idea of taxing large property holders, who had no children to educate, was denounced as arbitrary and unjust. Frequent public

meetings were held for discussion and lectures, with a view of enlightening the public mind on the great duty to educate at the public expense. After several unsuccessful trials to procure the adoption of the act, it was at length accomplished, by a small majority, in the fall of 1845. This transaction had its due influence on other portions of the state.

In the winter before the first constitutional convention met, a common school convention was held at Madison, on three successive evenings, with the design of preparing the people for the establishment of a system of free schools, similar to that of Massachusetts, and at the earliest practicable period. It was largely attended by members of the legislature, then in session, and Col. Frank was elected chairman. The principal features to be adopted in the school laws of the state were considered, and the deficiencies and evils of the old law were pointed out. They recommended the legislature to appoint a general agent to travel through the state, lecture on education, collect statistics, examine the condition of schools, and organize teachers' associations. A select committee, consisting of Rev. Lewis H. Loss, Levi Hubbell, M. Frank, Caleb Crosswell, C. M. Baker, and H. M. Billings were appointed to lay the subject discussed by the convention before the legislature. They state, in their report, that "the committee regard it among the highest and most important of the duties of legislatures to provide, as far as may be, by suitable legislation, for the education of the whole people."

Other educational conventions were held at Mineral Point and Milwaukee, and the principal needs of our

public schools were carefully discussed. Committees in the legislature submitted, at this time, able reports on the same subject.

#### V. ACTION OF THE CONSTITUTIONAL CONVENTIONS.

In the constitutional convention of 1846, a resolution was passed early in the session for a "provision to be engrafted into the constitution, making it imperative on the legislature to provide the necessary means, by taxation or otherwise, for placing a common education within the reach of all the children of the state." An article was incorporated into the constitution, in most respects similar to the one included in our present constitution, adopted in 1848, creating free schools. Considerable discussion arose in regard to establishing the office of state superintendent, some favoring the old system of New York, in which the secretary of state performed the duties of this office; but a majority were inclined toward the measure which was finally adopted in the constitution. No other provision awakened much interest or opposition in the body. The time of the convention was taken up in the consideration of other exciting questions, such as banks, negro suffrage, elective judiciary, the death penalty, and the rights of married women in respect to property.

At an evening session of this convention, Hon. Henry Barnard, who subsequently occupied the positions of Chancellor of the State University and the Commissioner of the United States Bureau of Education, gave an address upon the advantages of supporting our public schools by a tax on the property of the state, and upon the necessity of the office of a state superintend-

ent of the schools. He presented the outlines of a system of schools supervised by such an officer, which he drafted out in due form, to be laid before the convention. They were accepted, and formed afterwards, as we shall see, the main features of our present school law.

In the second constitutional convention, 1848, nearly the same general topics were under discussion; and some features in the article on education, included in the constitution afterwards adopted, received greater attention. We have failed to discover proofs of any opposition to the section which provides that "district schools shall be free and without charge for tuition to all children between the ages of four and twenty years;" or to a section which requires a sum to be raised by tax annually for the support of the common schools, to the amount at least of one-half the income of the school fund. Some changes in the older constitution were made, not allowing the State Superintendent, in any instance, to be appointed instead of elected by the people; defining the school age of the children; omitting the clause which would have established town libraries; inserting the provision for the maintenance of academies and normal schools; and providing for the founding and support of a state university. The actual attendance of the children upon school was not permitted to be the basis for the distribution of the school income. The expression, "the public schools should be equally free to children of all religious persuasions," was not incorporated in the constitution, for the reason that there might be children not belonging to any religious persuasion, who ought to be educated. The prohibition that "no book of religious doctrine or belief shall be

permitted in any public school," was not accepted, as it excluded the Bible.

#### VI. ACTION SUBSEQUENT TO THE CONVENTIONS.

Immediately after the adoption of the second constitution by the people, so great was the demand for radical changes in the school code that the state legislature, in 1848, enacted laws which carried out in an imperfect form the provisions of the article on education in the constitution. At the same session of the legislature, three commissioners, Hon. M. Frank, Hon. Charles S. Jordan, and Hon. Charles M. Baker, were appointed to collate and revise the statutes which are familiarly known as those of 1849. Their labors were divided; and, among other portions assigned to Col. Frank, was the law relating to schools. This work was carefully done; but several features relating to public schools were in direct conflict with those adopted at the previous session of the legislature. The report of the commissioners was accepted, and when the present school law went into operation, May, 1, 1849, there were in vogue in the state three sets of school laws—as that of 1839 had not been laid aside in all portions, and time had not been given to supplant that of 1848. The year of 1849 was one of great confusion, as many provisions in all these laws were opposed to each other.

One of the most remarkable events in the history of our state was the adoption of the free school system by the people, and the readiness with which, in most sections, it was put into operation. The principles involved in this system had been violently and persistently opposed in other states. Col. Frank says that "prior to the acceptance of the state constitution, whenever in

the southeastern part of the state, the measure was introduced of supporting the schools by taxation on the assessed property of the districts, it encountered the most determined opposition." But when voted upon, scarcely a prominent voice was raised against it. It is believed that the questions which overshadowed all others in the constitutional convention, so engaged the thoughts of the people, that the free school provision was almost lost sight of in the heated discussion. The reasons for the ready acquiescence are more obvious. The people had become somewhat accustomed to paying taxes in the counties to maintain schools; the income of what was expected to be a magnificent school fund would lessen very materially the burdens of taxation; and the noble utterances of Govs. Dodge, Doty, Talmadge, and Dewey, in their annual messages, in favor of the broadest education of the people, had, to some extent, prepared them to accept the measure.\*

The opinion has prevailed quite generally that our school system was framed after that of the state of New York. This is a mistake. Our statute laws were copied, even in their principal headings, their arrangements, their wordings to a great extent, and of course their substance, from those of Michigan. A few minor provisions were taken from the New York statutes; such as those creating the office of Town Superintendent, now abolished, and the district library, which first originated in that state. The other features differed widely from those of the New York system in very many respects. The principal provisions of the Michigan school law were thus retained among all the changes in our territorial career, and many were substantially embodied in the state constitution now in force.



## CHAPTER III.

## PUBLIC SCHOOL SYSTEM UNDER THE STATE GOVERNMENT.

The school code adopted under the constitution, in 1849, corrected many of the defects in the territorial school laws; and introduced, as already intimated, some radically new measures for the organization and management of the public schools. This code has now been in operation twenty-seven years; and the experience of the state in maintaining its schools, together with the growth of the public school system in this country, has led, in that time, to the introduction of important changes in some of the main provisions of this code. We shall notice these provisions and the changes which have been introduced in them.

## I. THE COMMON SCHOOL FUND.

The public schools under the territorial government were sustained in the country districts as well as in the villages and cities, by county taxes, rate-bills, and subscriptions. No uniformity and no certainty existed in the support of these schools. The general government offered to this state, as it had to other new states, the grants of lands within its borders to promote the cause of education. There would also be found in the state incidental but constant means for raising revenues, which could be applied in the most satisfactory manner, toward the maintenance of public

schools. Both these means furnished six distinct sources for the creation of this school fund, as follows:

1. The proceeds from the sale of lands granted by the United States.
2. All moneys accruing from forfeiture or escheat.
3. All fines collected in the several counties for breach of the penal laws.
4. All moneys paid for exemption from military duty.
5. Five per cent. on the sale of government lands within the state.
6. A percentage of the sales, for a time, of the swamp and overflowed lands.

The fund arising from all these sources amounted, in 1875, to \$2,624,239.55. A very large portion of this sum was derived from the sale of the lands granted by the general government. These lands embraced, in the beginning, the sixteenth section in every township in the state, any grant of lands the purposes of which were not specified by the United States, and the five hundred thousand acres to which the state was entitled by the provisions of an act of congress passed in 1841. A portion of the sales of the swamp and overflowed lands granted to Wisconsin by the United States, Sept. 28, 1850, has furnished an income to aid the common schools, during the fourteen years preceding 1870. By the act of 1856, three-fourths of the net proceeds of these lands were added to the common school fund; in the following year, one-fourth was converted into the normal school fund, leaving one-half for the school fund. In 1858, another fourth was taken from these proceeds and given to the drainage fund, which had received, by the law of 1856, one-fourth of the sales.

From this year until 1865, only one-fourth of what is termed the swamp land fund, was set apart to the common school fund. In the latter year this was also taken away and given to the normal school fund, with the provision that one-fourth of the income of this fund should be transferred to the common school fund, until the annual income of the latter fund should reach \$200,000. In 1870, this provision of the law was abolished. The percentage of the swamp land fund paid into the common school fund amounted, according to the report of 1867, to \$150,697.98. The general government paid the state, in 1850, \$22,537.56, the amount of the five per cent. of the proceeds of the public lands in the state sold up to that date. Nothing more from this source was transferred to the state until 1865. It seems that the United States granted, in 1838, to the Rock River Canal Company, 140,000 acres of land, to aid them in the construction of a canal from Milwaukee to some point on Rock river; and the future state of Wisconsin was made a trustee, and held responsible for the proper application of the grant. The company abandoned the enterprise after disposing of nearly one-third of the land. The territory sold the remainder of the grant and applied the proceeds to meet its expenses, which congress was under obligation to liquidate. The general government was dissatisfied with the proceedings of the company, and refused to pay any further portion of the five per cent. fund until the claim against the state had been adjusted. By 1862, this fund not credited to the state amounted to \$250,139.11. In 1865, the account was settled, not to the complete satisfaction of the state; and \$101,262.33 were finally with-

held by the United States. In the following year, an act was passed by the legislature of Wisconsin levying annually a tax on the property of the state to pay the interest at seven per cent. on this sum which the general government had retained. Since the settlement of the account the state has received regularly the fund accruing from this source. A portion of the 500,000 acres was also withheld by the United States for a time, and for the same reason given in the other transaction.

The state has never received any moneys for exemption from military duty. The sum obtained from the other sources is comparatively small, and has been derived as follows:

From escheat,	-	-	-	-	-	-	-	-	\$1,159 29
From fines and forfeitures,	-	-	-	-	-	-	-	-	128,620 91
Amount,	-	-	-	-	-	-	-	-	<u>\$129,780 20</u>

The school fund is loaned at seven per cent. interest. This income only can be expended in the support of the public schools. In 1862, it was partially invested in state bonds, and afterwards very largely in the state certificates of indebtedness; and it was used to meet a portion of the debt contracted by the state during the civil war. In 1875, \$1,559,700.00 were thus due this fund. A tax is raised each year by the state to pay the interest on this investment. Previous to 1862, the fund was loaned more largely than at present on mortgages on real estate. The loss to this fund during the first ten years of our state administration was a large part of \$732,340. This was occasioned by the worthless securities on which the loans to individuals were based. The total income from the fund, last year, was \$184,624.64.

This was apportioned, as the school moneys have been each year under the constitution, among the counties in accordance with the number of the children of school age reported to be in them; and it was distributed by the counties among the school districts.

This income for 1875 cancelled only about one-eleventh of the expenditures to which the state was subject that year in maintaining its public schools. The whole cost was \$2,005,370, and ten-elevenths of it were met by a state tax. In 1865, the school fund income was nearly one-seventh of the whole expenses. From the beginning of our state history, our schools have been principally supported by the revenues raised on the property of the citizens. This has been a source of disappointment, and yet so strong has been the attachment for our public schools that little complaint has been heard. The people were led early to believe that the proceeds from the school lands would furnish an income sufficient to cover a large part of the current expenses of the schools. Superintendent Root estimated, in 1850, that the fund would, in a few years, reach \$5,301,943.44. Subsequent estimates placed it at four and three-quarters millions of dollars. As it is seen, the first sum is nearly double what has been realized. The amount of unsold lands belonging to this fund was reported last year to be only 221,438 acres. The total income of the school fund since the state was formed is \$3,565,684.43; and the total expenditures for the public schools in that time are \$27,396,754.00.

The following table shows, for each year under the state government, the income of the school fund, the total expenditures for the public schools, the number

school children, the apportionment of this income for each child, and the expenditures per child:

TABLE of *Income and Expenditures.*

YEAR.	Income of School Fund.	Expenditures.	Children of School Age.	Income per Child.	Expendi- tures per Child.
1849 - - - -		\$45,080	70,457		\$ .64
1850 - - - -	\$588.00	142,018	92,047	\$0.0083	1.54
1851 - - - -	46,908.37	175,050	111,481	.50	1.57
1852 - - - -	53,703.84	176,502	124,783	.48	1.41
1853 - - - -	56,124.31	175,134	138,279	.45	1.26
1854 - - - -	99,749.52	242,117	155,125	.72	1.62
1855 - - - -	125,906.02	349,730	186,960	.805	1.87
1856 - - - -	131,812.80	336,652	213,886	.70	1.57
1857 - - - -	141,164.76	476,659	241,545	.66	1.98
1858 - - - -	181,158.75	516,610	264,977	.75	1.95
1859 - - - -	169,185.28	764,688	278,871	.64	2.38
1860 - - - -	178,917.12	791,540	288,984	.64	2.81
1861 - - - -	92,497.92	854,145	299,782	.32	2.85
1862 - - - -	149,891.00	744,973	308,656	.50	2.41
1863 - - - -	135,725.46	815,459	320,965	.44	2.54
1864 - - - -	150,949.43	972,834	329,906	.47	2.96
1865 - - - -	151,816.34	913,223	339,024	.46	2.69
1866 - - - -	152,560.80	1,075,572	354,517	.45	3.04
1867 - - - -	166,622.99	1,521,412	371,083	.47	4.10
1868 - - - -	173,644.32	2,226,560	361,759	.48	6.15
1869 - - - -	176,729.87	1,987,436	376,327	.47	5.28
1870 - - - -	158,249.60	2,094,160	394,837	.40	5.30
1871 - - - -	159,587.22	1,932,539	409,198	.39	4.77
1872 - - - -	163,308.21	2,004,154	418,739	.39	4.79
1873 - - - -	181,056.12	2,086,212	431,086	.42	4.84
1874 - - - -	183,067.74	1,970,885	435,947	.42	4.52
1875 - - - -	184,624.64	2,005,370	450,304	.41	4.45
Total - -	\$3,565,684.43	\$27,396,754			

## II. STATE SUPERVISION.

The condition of the schools at the close of the territorial government showed the imperative need of a state supervising officer. Different systems of instruction and management prevailed in different counties. There was no general and efficient method for collecting school statistics. There was no ultimate authority to determine all matters of difficulty and dispute, and to enforce the school laws. There were no means by



which any information in regard to the condition and wants of the schools, and the opinions and labors of educators could be published and disseminated throughout the state. It was argued that some prominent officer should travel through all the organized counties, visiting schools, encouraging and counseling teachers, organizing educational associations, and correcting, as far as possible, existing defects in the system and government of the schools.

In the constitution, it was provided that "the supervision of public instruction shall be vested in a state superintendent, and such other officers as the legislature shall direct." In this way, the office became a permanent one and could not be abolished at the caprices of the people. The superintendent should be elected by the voters of the state, and should not receive over \$1,200 salary. The legislature adopted, at the beginning, the provisions which require that he shall have the general oversight of the common schools, and shall visit throughout the state as far as practicable, inspect schools, address the people, communicate with teachers and school officers, and secure a uniformity and an improvement in the instruction and discipline of the schools. He shall recommend the introduction of the most approved text-books, advise in the selection of works for school district libraries, and prescribe the regulations for the management of these libraries. He shall attend to the publication of the school laws, accompanied with proper explanations, and distribute copies of these in all portions of the state. He shall decide upon all appeals made to him from school meetings and town superintendents. He shall appor-



tion all school moneys distributed each year by the state among the towns and cities, and submit to the legislature an annual report, containing an abstract of all the reports received from the clerks of the county board of supervisors, giving accounts of the condition of the common schools and the estimates of expenditures of the school money, and presenting plans for the better organization of the schools, and such other matters as he may deem expedient to communicate.

To any one who has taken the pains to examine the school laws of the several states of the union, it will at first seem somewhat surprising that the same general principles and methods in regard to school management run through them all. The reason of this uniformity lies in the fact that the experiments tried in one state are usually observed by all the others, and any improvements in vogue in one are, after a while, adopted in most cases by the rest. So, when Wisconsin became a state, she fashioned after the prevailing system her mode of school supervision. Since the organization of the state, only a few changes have taken place in the supervisory departments of the state. In 1854, the state superintendent was authorized to appoint an assistant superintendent, who performed such duties as the principal prescribed, which have been usually those belonging to the office work, and received \$800 salary. His compensation was afterwards raised to \$1,000; in 1865, to \$1,500; and in 1869, to \$1,800. In the beginning, the legislature, by special acts each year, allowed the traveling expenses of the state superintendent; but, in 1853, \$600; in 1866, \$1,000; and in 1869, \$1,500 were fixed by law as the annual appropriations for this ob-

ject. For ten years previous to 1866, \$600 were paid him, according to a general statute, each year for clerk hire in his office; and since that time, \$1,000 have been paid. For the first ten years, the state superintendent received only \$1,000 salary; but since then \$1,200, the full amount allowed by the constitution. Most of the time, since the State University was established, he has been *ex officio* a member of its board of regents; and, since the Normal School law was passed, an active regent on the board created thereby. He has also served as the secretary of the latter board, the past ten years, at a salary of \$150, and more recently of \$300, per year. He has given efficient aid to other valuable educational enterprises, such as the State Teachers' Association, the publication of educational periodicals, and teachers' institutes held by town and county superintendents, by societies of teachers, and by the agents of the normal regents.

Since the organization of the department of public instruction, ten citizens have been elected to the office of state superintendent. The first was Hon. Eleazer Root, of Waukesha, who was chosen the next year after the first state officers were elected. The mode of choosing the superintendent had been determined by the legislature that year. He was nominated by the state central committees of both the whig and democratic parties, and was elected without opposition. This action was in deference, in some degree, to the sentiment which prevailed then quite extensively, that the choice of this officer should not be connected with the strifes of the political parties. The committees state, in their circulars, that Mr. Root is "favorably known as a firm

friend and devoted advocate of the cause of education." His first term was one year in length. He was reelected, his second term being two years long. In his first report, issued in 1850, we learn that 46,136 children, a little over one-half of those in the state, were attending schools; that the average wages of male teachers were \$15.22 per month, and of female teachers, \$6.92; that there were 704 school-houses, 359 being constructed of logs; and that there were ninety-six unincorporated private schools.

During his administration, besides issuing a publication of the school laws with notes and instructions, and accompanied with suitable forms for conducting proceedings under them by the different school officers, and besides carrying into effect the provisions of these school laws, and systematizing their operations, he gave much attention to the formation of graded schools in different parts of the state. He had been at the head of flourishing female seminaries in Virginia and Missouri, had taught over a year at Waukesha, and was a member of the second constitutional convention, and drew up the article on education which was adopted by that convention as a portion of the state constitution. As a superintendent he labored with great zeal, and gave a strong impulse and a wise direction to the educational interests of the state. He served, afterwards, as county superintendent of schools in Fond du Lac county.

He was succeeded, in 1852, by Hon. Azel P. Ladd, of Shullsburg, who, during the two years he occupied the office, directed his attention largely to the improvement of the instruction imparted in our public schools. He made an ineffectual attempt to modify entirely our

school laws. His reports were well written, and show, as did his labors, that he was a man of superior abilities. He was a physician by profession, and gave considerable attention to the physical comfort of the children in the school rooms and on the school grounds. He recommended the first list of text books for the schools, originated the plan of holding normal institutes in different counties, and mentions the large fund which could be created from the sale of swamp lands and applied for the benefit of the schools. On his invitation, teachers from different parts of the state met at Madison, and organized the State Teachers' Association.

Hon. H. A. Wright, of Prairie du Chien, was the third state superintendent. He died before the term of his office expired, at Prairie du Chien, May 27, 1855, in the thirtieth year of his age. He was a young man of most agreeable manners and fine talents. A lawyer by profession, he had held the position of county judge, had edited a paper at his place of residence, and had been a member of both branches of the legislature. In the only report he presented, he deemed it a bad policy to introduce any important changes in the school law, and gave quite full directions for the improved construction of school-houses. Under his administration the law was enacted to supply each school district with a copy of Webster's Unabridged Dictionary.

Rev. A. C. Barry, of Racine, was appointed to fill out the term to which Judge Wright had been elected. At its close, he was chosen state superintendent for the two subsequent years. He originated the plan of publishing the reports of other school officers in the state in connection with his own annual report, a plan which

has been followed, particularly since the election of county superintendents. He labored with considerable ardor to impress upon the people the value of an education, and to elevate the general condition of our schools. He advocated the introduction of the study of the natural sciences into the common schools. Under him an act was passed authorizing him to hold teachers' institutes, and a sum of money, not to exceed \$1,000, to be set apart to support them. Under him the Educational Journal became the organ of the State Teachers' Association; and in the last year of his service, the measure was adopted to aid the normal departments of the academies and colleges, by a portion of the income from the swamp land fund.

Hon. Lyman C. Draper, of Madison, was Superintendent in the years 1858-59. He had been for many years the efficient Secretary of the State Historical Society. He collected reliable statistics, showing the actual condition of the public schools; and he organized the work of his department, which had been sadly neglected. The efficient system of conducting teachers' institutes was inaugurated while he was in office, and has continued in force until the present time. He procured, during his term, the passage of an excellent law for establishing town school libraries. He wrote largely upon this subject in his reports, and awakened much interest for it in different parts of the state. After a fund of \$88,784.78 had accumulated for the benefit of these libraries, the law was very unwisely repealed in 1862, and the money transferred to the school and general funds. It is due to this enterprise and to this indefatigable laborer that this money should be refunded by

the state, and this law revived. If this measure had been put in force and prosecuted vigorously for a few years, it would have furnished an excellent basis for the introduction of the township system of managing schools.

Prof. J. L. Pickard, of Platteville, succeeded Mr. Draper in 1860. He was elected three times to the office, and resigned during the first year of his third term. He had taught in other states; had acted as the popular principal of the Platteville Academy for fourteen years; had served as the President of the State Teachers' Association, and had taken a deep interest in the educational affairs of the state. His administration was vigorous and successful; he gave close attention to all the details of his office, and infused new energy into all the departments of the educational work in the state. He visited largely the schools, and lectured on educational topics in very many places. He assisted greatly in creating a sentiment which lies at the foundation of the normal school system in the state. He secured the establishment of the office of county superintendents, a measure of incalculable advantage; and arranged for the proper examination of the teachers of the public schools, and the issuing of three grades of certificates to them. He made special efforts to enlarge school districts by the consolidation of smaller ones, and to inspire the teachers with a greater interest and a conscientious care for their work. He closed his work in an earnest address to the teachers on the subject of "avoiding extremes." Since his retirement from the office, he has filled the position of Superintendent of the public schools of Chicago.



Col. J. G. McMynn, of Racine, was the next superintendent by appointment, and subsequently by election. He accepted the duties of the office, September 30, 1864. Chiefly by his exertions, as we shall see, the first graded schools in the state were organized at Kenosha and Racine, and became widely known; and the State Teachers' Association was formed eleven years previous. He had labored with energy and sound judgment in other educational movements in the state. He was an officer in one of the Wisconsin regiments in the civil war. His superintendency of schools was distinguished for the passage of the present normal school law, a measure which had been demanded from our earliest territorial history, and which has now established the four normal schools in the state. He used great care in the inauguration of the normal school system, and shaped the provisions on which it is based. Under him two of these schools were located, and one of them placed in operation. He labored to increase the efficiency of the instruction given by the teachers in the district and graded schools. He became interested in the reorganization of the state university, and the incorporation in it of the agricultural department. He originated the practice of calling together the county and city superintendents to consult on subjects of interest to themselves and the state. To him the colleges and academies began first to make their reports to be included in the annual report of the superintendent.

Hon. A. J. Craig, of Palmyra, entered on the duties of the office at the beginning of the year 1868. He formerly taught in one of the schools of Milwaukee,



edited the Educational Journal for several years, had been a member of the assembly, and was assistant state superintendent under Prof. Pickard and Col. McMynn. He was reëlected, but died at Madison in the middle of the first year of his second term, July 3, 1870. He was a man of ardent temperament and enlightened views on education. No important public measure was created under him. An optional township system was adopted, but only a very few towns accepted it. The plan of granting perpetual state certificates to teachers on their examination before a committee was put into operation by him in 1868. He aided specially the work performed by the teachers' institutes, and encouraged the formation of graded schools.

Rev. Samuel Fallows, of Milwaukee, was appointed by Gov. Fairchild to succeed Mr. Craig. He held the office the balance of the term, and was elected for a second term. He had graduated at the state university with honor, had been in charge of the Galesville university for a short time, had risen to the rank of general in the army, and was a clergyman in the Methodist church. The study of the history of our country, and of the constitutions of Wisconsin and the United States was introduced into our public schools while he was superintendent. He secured the passage of the law which established normal school institutes four weeks in length, and which appropriates \$2,000 yearly from the common school fund to support them. He brought the high schools of our villages and cities into closer relations with the university by their selecting a course of study which is preparatory to admission into the university classes. The short term institutes

were increased in number. Under him the Oshkosh normal school was opened, and the River Falls school was located.

The present incumbent, Prof. Edward Searing, of Milton, took the oath of office in January, 1874. He was reelected last year, and is now serving on his second term. He is a graduate of the Michigan university, and is a most thorough scholar and successful teacher. He taught, for a short time, a select school at Union in this state; and has been connected, as professor of the Latin and Greek languages, for ten years with the Milton college. He has published a text book on Virgil's *Ænied*, and was preparing a similar work on Homer's *Iliad*, when he was chosen state superintendent. He has taken very radical positions in opposing compulsory attendance upon the schools, in improving our graded schools so that they may perform regular academic work, in encouraging the formation of township high schools, in favoring the measure of supplying free text books for the pupils, and in advocating a change from the system of local taxation to a uniform state tax for the support of our public schools. Through his efforts, women have been made eligible to the different school offices. The general management of the business of his office has been marked by a clear insight into the character and needs of our schools, and by great earnestness and independence in the discharge of his official duties.

Since 1858, only three assistant state superintendents have been appointed. Before that time no prominent educator held that office. Of Mr. Craig, we have already written, as occupying the position. Under Mr.

Draper, Prof. S. H. Carpenter, of the state university, was chosen. Much of the vigor and the advanced views of his administration were due to his assistant. Rev. J. B. Pradt has filled the office under the last three state superintendents, making his term of service over eight years in length. He has been an instructor in our high schools, chief editor of the Educational Journal for some years, and an agent for a short time under the normal school regents.

The uniformity of the annual reports of the state superintendent, the correctness of the school statistics, and the intelligent decisions on questions in dispute are owing materially to the practice of retaining the assistant in his position through several terms.

### III. TOWN, COUNTY, AND CITY SUPERVISION.

Under the territorial government, as we have seen, the oversight of the schools in each town belonged to three commissioners; and the raising of funds by a tax, the distribution of moneys among the several towns, and a general supervision of the work of the town school officers belonged to county commissioners.

The idea of establishing the office of town superintendent, who should be substituted for the town commissioners, was strenuously advocated, as we have already learned, before either of the constitutions of the state were formed. The constitution of 1848 gave to the legislature the power to create all such school officers except the state superintendent, as it may determine. The statutes adopted in the year following provided for the election of town superintendents, but did not continue the office of the county commissioners. A

large portion of their work was transferred to the county board of supervisors. The law for town superintendents went into effect in the spring of 1849, and arranged for their choice yearly, with the other town officers. It defined the duties of each superintendent to divide his town into a convenient number of school districts, and to regulate and alter thereafter the boundaries of such districts; to receive and apportion all town school moneys among the districts; to transmit to the county board of supervisors an annual report of all matters connected with the districts; to examine and license teachers in his town, and to annul their certificates when thought by himself to be desirable; and to visit the schools and examine into the progress of the pupils in learning, and into the good order of the school, and give his advice and direction as to the government thereof, and the course of studies to be pursued. He received \$1.00 per day for every day actually and necessarily occupied in his work.

The law creating and governing the town superintendents was in operation nearly thirteen years. During this time only a few minor changes were made in its provisions. But on the 1st of January, 1862, it was superseded by the measure which established the county superintendents. The duties of the town superintendents in examining and licensing teachers, and in visiting and inspecting schools were transferred to the county superintendents; the duties of the formation and alteration of school districts were transferred to the town supervisors; and the duties in making annual reports of items in regard to the districts, such as the length of time school has been taught, the amount of public mon-

neys received, all the moneys expended, the district tax, and the number of children taught in each, were transferred to the town clerks. For seven years, at least, previous to the abolition of the town superintendency, serious objections were urged against its efficiency. Hon. A. C. Barry states, as state superintendent, in his annual report of 1855, that it is next to impossible to find, in many towns, persons who are really qualified for the position; and that in most cases the duties of the office are not faithfully performed, because of the lack of interest, or from an inadequate compensation. He discussed the effect which the creation of the office of county superintendent would have upon the teachers and the patrons of the schools. In his opinion, the office should not be substituted for that of the town superintendent, but be correlative to it.

Superintendent Draper presented in his report for 1858, a careful view of the workings of the county superintendent system in the state of New York. He urged the introduction of the same system into our state, as furnishing a powerful stimulus to the cause of popular education. The county superintendents would supply a more intelligent supervision of the schools, secure by their examinations a better grade of teachers, report more reliable statistics and other information in regard to the schools, and adjust controversies which would arise in the school districts.

Hon. J. L. Pickard argued in his first annual report as state superintendent, in 1860, that the town system of superintendency had not the confidence nor the support of the people, nor sufficient merit in itself to secure that confidence and support. Under it, the inspection of

the teachers and schools was declared to be nearly worthless. To his influence our schools are mainly indebted for the change from town to county superintendents.

Other reasons for this change were adduced by other prominent educators in the state. The full time and the undivided energies of a man competent for the business could be secured. A greater interest in our schools would be aroused by establishing county associations and teachers' institutes. The measure would tend to introduce uniformity and harmony in the educational efforts of the state. It would aid in improving the school-houses and school-furniture, in bringing about a better classification of both the studies and the pupils in our schools, in increasing the salaries and the influence of the teachers, and in establishing the most approved methods of teaching and discipline.

In the November elections of 1861, the county superintendent of schools was chosen in each county, and entered upon the duties of his office the first day of January following. His term of office was for two years, and his yearly salary was fixed by the county board of supervisors. At first he could be paid as low as \$400 in some counties, and \$600 in others. Afterwards it was so arranged that he could receive from \$500 to \$1,500, according to the population of the county in which he was serving. The supervisors of a county can now decide, according to the law of 1869, what his compensation shall be *per diem*; and in that case, it shall "not be less than three dollars nor more than five dollars." The counties with more than fifteen thousand inhabitants can be divided each into two superin-



tendents districts ; and several of these counties have adopted this provision.

In addition to the inspection of schools, the oversight of the school property, and the supervision of the teachers, the county superintendent makes annual reports to the supervisors of the county, to the county treasurer, and to the state superintendent. He must conduct, at least, one institute each year for the instruction of teachers. Public examinations of the teachers, by oral or written questions, must be held twice a year in each inspection district of his county. In the same year that the office of county superintendent went into effect, a provision was adopted by the legislature authorizing each superintendent to issue to teachers upon their examination three grades of certificates, which should show the branches of study they had been questioned upon, and their relative attainment in each branch. The third grade is the lowest, and embraces the examination in the regular common school studies; the second adds to these some of the intermediate studies in the mathematical and physical sciences; and the first adds to both three higher studies in the same sciences. By the law of 1875, women become eligible to the office of county superintendent; and last fall, Miss Agnes Hosford, of Eau Claire, Maggie M. Comstock, of Oconto, and Miss C. A. Magee, of Shawano, were elected; and they entered upon the duties of their position at the beginning of the present year.

Several ineffectual attempts have been made in the legislature to repeal the law which establishes the county superintendency. Without doubt, there has been growing for several years a dissatisfaction with some



features of the law. County boards of supervisors have petitioned for a return to the old system of town superintendency. The need of more immediate local supervision is acknowledged in very many places. Incompetent superintendents, or those who give inadequate attention to the work have been frequently chosen. Thus far, the leading educators in the state have rallied, on every occasion, to defeat the movements to overthrow the present law.

Since the system of county superintendency was established, some of the most active and useful workers in the educational field have accepted positions under the system. Among these is Prof. A. H. Weld, of River Falls, who some years ago had charge of prominent academic schools in the east and the south, published some popular English and Latin text-books, and has been a faithful member of the board of normal regents since 1868. Prof. G. M. Guernsey, of Platteville, is now serving as county superintendent. He was the principal, for some years, of the Platteville Academy, and assisted materially in converting it into a state normal school. State Superintendent Root, as has already been stated, filled the office one term in Fond du Lac county. Hon. W. H. Chandler, of Sun Prairie, a member of both houses of the legislature for several terms, and now a prominent regent of the normal schools, accepted the superintendency in Dane county for four years. Hon. Fred W. Horn, twice speaker of the assembly, and an influential politician, served a term in his county. Rev. M. Montague, who taught in some of the academies of the state, was elected in Walworth county; Prof. Robert Graham, of the Oshkosh normal school, in Kenosha county; Prof. A. Whit-

ford, of Milton College, in Rock county; Rev. I. N. Cundall, in Fond du Lac county; Prof. D. G. Purman, of the Platteville normal school, in Grant county; Rev. A. D. Hendrickson, superintendent of the industrial school, in Waukesha county; Rev. A. O. Wright, principal of the Fox Lake Seminary, in Juneau county; and Prof. J. B. Parkinson, formerly of the State University, in La Fayette county. Of the sixty-four county superintendents now in office, several have performed vigorous and satisfactory work as teachers in our public schools. Four presidents of the State Teachers' Association have also been county superintendents, viz: J. K. Purdy, J. Q. Emory, O. R. Smith, and Samuel Shaw.

There has been in operation for many years in the state a system of school government which has been adopted by most of our cities and some of our large villages, and which was not, unfortunately, for several years, connected with the general supervision of our schools. It has not, even to this day, been placed, like the district school, fully under the control of the state authority. Attention was called to this fact by Superintendent Barry in 1856. While some embarrassments have occurred, in consequence of this practice, to the other departments of educational work, yet on the whole it has conduced, without doubt, to the improvement of the schools in these cities and villages. The reports from their boards of education were required, until 1870, to be made yearly to the superintendents of the counties in which these cities and villages were situated. Since that time the reports of these boards, like those of the county superintendent, are sent yearly to the state super-

intendent, and are published in connection with his annual report.

The first attempt at the formation of this independent system was made at Kenosha, as early as 1845. Among other features, it was provided that three superintendents should be elected "to examine into the condition of the school at least once in every three months; to determine the qualifications of the teachers employed; to direct the arrangement and classification of the scholars in the several departments of study; to prescribe textbooks; and to have a general supervision over the government and discipline of the school." Up to that time no such powers had been conferred upon any other school officer in the territory; but since 1849, they have been granted, in a number of instances, to the superintendents of the city schools. At present, twenty-six of our cities have these independent organizations. Two cities manage their schools under the general county and district systems; and this course, Superintendent Searing remarks, "unquestionably redounds to the advantage of the whole county." Shortly after the system of graded schools was established at Kenosha, one person was designated as the superintendent; and this office Mr. John C. Jilson has filled for a long time. The example of Kenosha was soon followed by Racine, Milwaukee, Beloit, Janesville, Madison, Sheboygan, and Waukesha. At Racine, Rev. M. P. Kinney, an early and successful educator in the state, became city superintendent, in 1852, and served in a most efficient manner for nearly four years. In 1871, F. C. Pomeroy, died while in charge of the schools of Milwaukee. He had taught in one of the ward schools, and acted most acceptably as superintendent for six years.

The independent system has been found necessary to the proper grading and classification of these schools. In most places, the work of examining the scholars, and assigning them to their classes has been transferred from the superintendents to the principals of the schools, on the ground that the latter are better prepared to execute the work.

#### IV. THE DISTRICT SYSTEM.

Three kinds of organization may be included under this system, the primary school district, the independent city, and the township. Under the territorial government, the first had been formed in the settled portions of the state. The year the constitution went into effect, these districts passed under the control of the town superintendents, and 1,988 of them were reorganized by them. This constitution directed the legislature to provide for making the district schools as nearly uniform as practicable; and forbade the introduction in them of any sectarian instruction.

The statutes of 1849 gave explicit directions for the formation of new districts, for the holding and management of their meetings, and for the election of their officers. These officers were chosen each year, and were called directors, the title which they held under the territory. The former collector was named treasurer, the three trustees were merged into a director, and the clerk became again the most responsible officer. He kept the district records, acted usually as librarian, furnished school registers, made annual reports of the condition of the district to the town superintendent, gave notice of the meetings, made out tax lists of all taxes legally

authorized by the district, and employed qualified teachers with the consent of either or both the other officers. This work he performed gratuitously. These officers constituted the district board which has charge of the school-house and grounds. They were required to keep the same in good repair; and could buy or sell, under the direction of the district, any site for a school-house, and the house itself; and should determine, under the advice of the state superintendent, the text books used in the several branches taught in the school. The district authorized, at a legal meeting, the raising of a specific sum by taxes in each year, on the taxable persons and corporations in the district towards the support of the school; and it became the duty of the district treasurer to collect these taxes. The district determined, at its annual meeting, the length of time the school should be kept in the ensuing year, and whether the school should be kept by a male or female teacher.

Some provisions of the law have been changed. The sum authorized to be raised by tax is now reported to the town clerk, and is apportioned by him on the taxable property of the district, and collected by the town treasurer. In 1858, the term of each district officer was changed from one year to three years, after the first election in the case of the director, and after the second election in the cases of the clerk and the treasurer. On the abolition of the office of town superintendent, the clerk was required to report to the town clerk all matters which he had formerly reported to the superintendent. The shortest length of time a school should be taught each year was changed in 1866, from three months to five months. Until the present year twenty-

two days of school have been considered as a legal month; now twenty days constitute the month. To the district board was given the power to make all needful regulations for organizing and governing the school, and to suspend or expel refractory pupils.

A law was passed in 1858, allowing the legal voters of any two or more adjoining districts to form a union district for high school purposes. The officers of this district are the same as in the primary districts, and perform similar duties. They may introduce the higher branches of learning into the school, and determine the standard of qualifications for the admission of pupils.

By a decision of the supreme court in 1870, it is deemed constitutional for a village by its act of incorporation to be organized into a school district; and when, in the separation of its territory from that of the town, it includes within its limits only a part of that of an existing school district, the effect is to create a joint school district of the town and village, whose officers have jurisdiction respectively over this district.

Independent districts have been created by charters granted by the legislature to the principal cities in the state. They each elect a board of education, whose members are usually termed commissioners. Their powers and duties are defined, and are materially such as belong to the officers of the primary district. This board chooses most generally a president, a clerk, and a superintendent. It establishes and organizes several schools within its limits, and adopts rules for the admission and classification of the pupils. The superintendent or some other officer performing the duties belonging to him, examines and licenses the teachers, inspects



the schools, and prepares the annual report. One of the schools in each city is usually chosen as a high school, and the advanced pupils from the other schools pursue in it the higher branches of education. The school buildings in these cities are substantial structures, beautiful, and imposing in appearance, having many of the modern appliances for the school room, and costing each from \$10,000 to \$75,000.

The township system was created in 1869 by a law, which made its adoption optional with the towns. It was an attempt to do for the rural districts, what is done in our large villages and cities in grading their schools. In 1874, it was reported that eleven or twelve towns, principally in the northwestern part of the state, had organized their schools under this law. By its provisions, each town can be constituted into one district, and the usual primary districts become subdistricts. The clerks of the several subdistricts form the town board of directors. This board has the custody of all the school property in the town, maintains at least one school in each subdistrict, employs all the teachers and pays their salaries, and may establish one high school for the more advanced pupils in the town. The officers of this board constitute an executive committee to put in force all orders of the board. The most important officer is the secretary, who has, in addition to the usual duties of such an officer, the immediate charge and supervision of all the schools, assists the teachers in organizing and grading them, advises the teachers in regard to the methods of instruction and government, and makes reports to the town supervisors and the county superintendent.



The legislature of 1875 adopted a measure to encourage the voluntary creation of town high schools, as a step towards inducing the towns to accept finally the complete township system of school government. The state makes a special appropriation each year toward supporting these schools, which shall be free to the pupils residing in the districts created therefor. The aggregate appropriation may annually reach the sum of \$25,000; and each school may receive \$500 to meet its expenses for instruction, and an additional sum for a given rate of the population of the district. Though the law has been in operation only a year, several localities have already accepted it, and commenced arrangements for opening the schools at an early day. This is a measure which can be made of incalculable value to the state, in supplying that academic instruction which is so greatly needed, especially in the smaller villages and the country districts.

The accompanying table of statistics presents a variety of information in regard to the condition of the districts since the state was organized. We are under obligations to the assistant state superintendent for nearly all the data upon which these statistics are based. This table should be examined in connection with that on income and expenditure, given on page 40.

## STATISTICS of the School Districts.

YEAR.	School Districts.	School Houses.	Valuation of School Houses.	Number of Teachers employed.	Average wages paid male Teachers.	Average wages paid female Teachers.	Amount expended for Teachers' wages.	Number of children attending public schools.	No. of children attending private schools.	Per cent of attendance.
1849 -	1,988	704	\$75,810	*3,100	\$15.22	\$6.92	27,425	39,763	2,359	.59
1850 -	2,160	1,222	173,246	3,350	17.14	8.97	87,018	66,581	3,558	.75
1851 -	2,300	1,509	223,506	3,600	17.15	8.35	96,636	78,001	2,950	.72
1852 -	2,400	1,730	261,986	3,900	15.83	8.69	105,123	88,593	3,500	.74
1853 -	2,500	2,212	289,346	4,200	18.17	9.94	113,788	95,293	4,250	.72
1854 -	2,600	2,389	347,542	4,500	18.75	11.00	163,486	108,651	5,000	.73
1855 -	2,944	2,515	542,662	4,800	23.10	12.08	216,543	122,452	10,185	.71
1856 -	3,243	2,688	687,050	5,100	25.38	13.80	228,624	131,502	4,623	.66
1857 -	3,562	2,945	953,055	5,400	24.60	15.10	300,410	153,613	6,000	.66
1858 -	3,897	3,482	1,127,191	5,700	27.02	14.92	372,196	167,110	7,584	.68
1859 -	3,990	3,700	1,185,192	6,000	22.93	14.29	536,861	177,871	7,772	.65
1860 -	4,331	4,045	1,314,386	6,300	24.20	15.30	581,118	194,357	6,473	.69
1861 -	4,558	4,211	1,302,732	6,600	23.01	14.62	632,209	194,264	6,451	.67
1862 -	4,571	3,909	1,255,852	7,069	25.82	15.82	658,023	191,376	5,119	.64
1863 -	4,702	4,168	1,326,753	7,403	27.11	16.81	655,412	215,163	10,640	.70
1864 -	4,930	4,186	1,487,495	7,579	32.39	19.43	745,790	211,119	12,063	.66
1865 -	4,578	4,338	1,455,322	7,582	33.45	22.24	660,872	223,067	7,986	.68
1866 -	4,620	4,456	1,703,917	7,879	38.63	24.05	646,894	234,265	9,760	.69
1867 -	4,612	4,565	2,140,358	8,357	40.76	26.34	924,689	239,915	18,403	.70
1868 -	4,728	4,646	2,573,394	8,566	42.97	27.18	1,023,053	249,007	14,679	.73
1869 -	4,735	4,742	2,973,492	8,795	43.63	28.34	1,143,986	264,033	15,389	.74
1870 -	4,802	4,965	3,295,268	9,304	41.77	27.40	1,302,365	267,891	9,618	.70
1871 -	5,031	4,933	3,441,120	9,168	41.40	27.62	1,293,016	266,014	17,267	.69
1872 -	5,103	4,979	3,611,607	9,267	43.33	27.04	1,352,695	270,292	18,020	.69
1873 -	5,205	4,957	3,995,422	9,900	43.38	27.52	1,417,395	283,477	9,581	.68
1874 -	5,250	5,113	3,713,875	9,332	47.44	32.13	1,302,694	278,768	10,873	.66
1875 -	5,489	5,260	4,260,775	9,451	43.50	27.13	1,350,784	279,854	10,733	.64

## YEARLY WAGES in the Cities for Six Years.

YEAR.	Male Teachers.	Female Teachers.
1870	\$1,001	\$370
1871	1,053	367
1872	982	376
1873	1,091	377
1874	1,148	371
1875	1,094	394

\* The number of teachers employed is estimated for the first 13 years.

† The average wages of teachers in the independent cities are not included after the year 1869.;

‡ Estimated.

## V. GRADED SCHOOLS.

In 1875, there were 394 graded schools in the state. The number with two departments was 184, and the number with three or more was 210. Some of the independent districts have as many as five departments.

These schools are situated in all our cities and larger villages, and even in many of the smaller villages.

The state has given special and earnest attention to the formation of these schools, and its success in establishing and developing them has been marked and praiseworthy. In an early period in our territorial history, two kinds of efforts were introduced to furnish the advantages which our present graded schools supply. These were the select schools, held by liberally educated teachers in the localities having the highest population; and the establishment of public schools, usually with two departments and connected with a rude system of classifying the pupils. Silas Chapman, who was for several years an active member of the board of normal regents, conducted the Milwaukee High School in 1842. He was preceded in this school by two other competent instructors. The pupils admitted had passed through the studies which are now taught in the primary departments of our city schools. Rev. M. P. Kinney opened a select school in Kenosha in 1840, and continued it two years. He had charge of a similar school in White-water in 1844. In these the higher branches were taught. Prof. J. W. Sterling, of the State University, started a select school, in connection with Mr. E. Enos, at Waukesha, in 1847, for the benefit of the advanced scholars of the place. At Geneva a school was con-

ducted in 1848, with an imperfect grading of the pupils into two departments. In 1850, Edward Salomon, ex-governor, taught a public school for six months, with some advanced classes, at Manitowoc.

The state is largely indebted to Hon. J. G. McMynn for the first organization of its present graded schools, and for the vigorous impulse which has raised them into such prominence. The first effort to open a school of this kind was made by him in 1849, at Kenosha. After teaching a select school during the winter of that year, he took the charge of the public school in June following, in the north ward of that city. Prof. Z. C. Graves, who had performed efficient labor in the first teachers' institutes held in Ohio, taught the public school in the south ward. Both had no experience in grading schools, and could get access to but little information on the subject. Col. McMynn says: "Neither Prof. Graves nor myself had ever visited a graded school, but we succeeded, after making some mistakes, in discovering a plan which others had known long before, and which now generally prevails." These schools became in many respects the model after which many of the other schools in the state were formed. Col. McMynn writes: "I think that at the time, there were no other graded schools in the state. In 1851, I began to hear of schools similar to those at Kenosha being established in different parts of the state. In 1852, I visited Fond du Lac, and found a school there in charge of Walter Van Ness, which was well conducted, and tolerably well graded. J. J. Enos was then teaching in Madison, and was calling the attention of the people of that city to the importance of better school accommodations. The

schools of Racine were not graded until 1854." Those of the last city were placed under the management of Col. McMynn at the time of their formation, and he remained in charge of them for seven years. Here his eminent fitness for this work was fully exhibited. He placed these schools at the very head of all the graded schools in the northwest; and he instructed a number of the first principals of similar schools elsewhere in the plans and methods which he employed.

It would be pleasant to trace the history of other efforts to organize graded schools in other localities, and the valuable work which very many efficient teachers have performed in them. The costly buildings used by these schools, the wages paid the principals and the other teachers, the culture in these teachers demanded, the thorough discipline imparted to the pupils who pursue the full courses of study, and the large number in attendance upon these schools, all show their worth, and the esteem in which they are justly held. The need of introducing, into a larger number of them, the preparatory studies in the classical education is now recognized by many teachers in the state.

In 1872, a law was enacted which provides that all graduates of any graded school in the state, who shall have passed an examination at such graded school, satisfactory to the faculty of the university, shall be admitted to the subfreshman class and the college classes of the university, and shall be entitled to free tuition. A number have availed themselves of this privilege.

In the necrology of the principals of our graded schools, three of them are worthy of special mention.

Walter Van Ness died in 1857, at Fond du Lac. He was one of the earliest teachers in the graded schools, and the first secretary of the State Teachers' Association. He was highly respected by his associate educators in the state. J. K. Purdy, after laboring nearly fifteen years in the schools of Fort Atkinson, and raising them to an excellent standing, departed in the midst of his work in 1873. At the time of his death he was the president of the State Teachers' Association. Arthur Everett, of the Oshkosh High School, an accomplished scholar, a successful teacher, and honored in the community where he resided, died in 1874. Resolutions of respect for these men have been adopted by the teachers of the state.

## CHAPTER IV.

## THE STATE INSTITUTIONS OF EDUCATION.

Two kinds of these institutions — literary and charitable — have been under the management of the state. To the former belong the state university and the four state normal schools; and to the latter, the Institute for the Blind, the Institute for the Deaf and Dumb, the Industrial School for Boys, and the Soldiers' Orphans' Home.

## I. THE SOURCES OF THEIR SUPPORT.

Both the general government and the state have furnished the means for founding and supporting these public institutions. The sales of land donated by congress have supplied the funds which have been used largely in the erection of the buildings, and in the endowment of the state university and the normal schools.

In 1838, the United States granted to Wisconsin seventy-two sections of land; and in 1854, another seventy-two sections, for the support of a university and "for no other use or purpose whatsoever." Both these grants were located in the state, and amounted to 92,160 acres. From the sale of these lands, the state has realized, as net proceeds, \$307,595.32; of this sum, \$209,255.89 constitute the present productive fund of the university — \$104,339.43 having been withdrawn in



1862 to pay for the buildings which had been previously erected. By an act of congress in 1862, the state received 240,000 acres of land for the endowment of an agricultural college, which was connected in 1866 with the university. This grant has yielded to the state the sum of \$231,633.00, called the agricultural college fund. Thus, on the 30th of September, 1875, the state university had received \$539,228.32, through the munificence of the general government. At the same time, 4,407 acres of the university lands, and 52,403 acres of the agricultural college lands remained unsold.

The three grants of congress should have supplied this institution with a much larger fund; but the state, by its mismanagement in the custody and sale of these lands, has occasioned a great loss and impairment of the fund. Efforts at restitution have been made. The state passed a law in 1867, appropriating annually, for ten years, \$7,303.76, to the income of the university; and this sum was equal to the interest on the moneys taken from the productive fund in 1862, to meet the debts for the erection of the buildings. As a compensation in part for its neglect in the disposition of the university lands, the state voted in 1872 another annual appropriation of \$10,000 to the university income. Previously, in 1870, it had given \$50,000 to provide the building for the female college. In 1875, it appropriated \$80,000 to furnish a hall for scientific purposes, and transferred to the university the property of the Soldiers' Orphans' Home, which has since been sold for \$18,000. So the state has paid \$105,751.84 toward the annual income of the university, and contributed for

all purposes, \$235,769.84. On the 6th of March, 1876, an act was passed to repeal the laws for the annual appropriations, and substituting in their place a provision for a yearly tax of one-tenth of a mill on each dollar of the assessed valuation of the taxable property. This tax will furnish, at least, \$40,000 a year to the income of the university, and "it shall be deemed," the act states, "a full compensation for all deficiencies in said income arising from the disposition of the lands donated to the state by congress in trust for the benefit of said income." In addition to these donations from the state, Dane county issued bonds, in 1866, to the amount of \$40,000, for purchasing lands lying contiguous to the university grounds for an experimental farm, and for the erection of suitable buildings thereon, to be used by the agricultural college. In 1875, there had been paid \$21,000 on these bonds, and the funds had been employed for the purposes designated.

The constitution of the state provides that a portion of the income of the school fund shall be applied for the support of normal schools. Nothing was done under this provision until 1857, when twenty-five per cent. of the proceeds of the swamp and overflowed lands was set apart by law to aid normal institutes and academies. In 1865, the legislature directed that the swamp lands and the swamp land fund shall be divided into two equal parts—one to be used for drainage purposes, and the other to constitute a normal school fund. The value of the lands and productive items allotted to the latter was estimated to be \$1,128,246. The amount belonging to this fund, and productive at the time, was \$594,581.87. In 1875, this fund had reached \$976,364.34,

and 612,774 acres of the land were still unsold. The four places in which the normal schools are located have contributed quite large amounts of money to this fund for the purchase of the sites, and toward the erection of the buildings. Platteville gave the grounds and buildings of the Platteville academy, and \$6,500 in cash; Whitewater, ten acres of land and \$25,000 in cash; Oshkosh, a site and \$30,000 in cash; and River Falls, a site and \$25,000 in cash.

The charitable institutions have been founded and maintained solely by appropriations from the state treasury. The following sums had been paid in 1875 for the several schools; the Institute for the Blind, \$546,097.91; the Institute for the Deaf and Dumb, \$576,424.83; the Industrial School, \$471,000.00; and the Soldiers' Orphans' Home, \$342,010.94.

A summary of these statements shows that the state university and normal schools have received aid from the United States, in the donation of lands, to the amount of \$1,515,592.66; and from the state, including bonds of Dane county and the cash donations of the four localities to normal schools, to the amount of \$362,269.84. The appropriations of the state to the charitable schools, at the close of last year, were in all, \$1,935,553.68. The grand total aid for these public institutions of education is, \$3,813,396.18.

## II. THE STATE UNIVERSITY.

Gov. Dodge recommended to the first territorial legislature, in 1836, that congress be requested to grant aid to establish an institution for the education of the state, and to be governed by the legislature. This was

the first official action looking toward the foundation of the State University. The same legislature passed an act to locate the university at Belmont, the place where it was then holding its session. Other charters were granted by the territory for the incorporation of this institution in other localities. An act of the legislature was approved January 19, 1838, establishing "at or near Madison, the seat of government, a university for the purpose of educating youth, the name whereof shall be, 'The University of the Territory of Wisconsin.'" The delegate in congress was directed to ask that body to appropriate \$20,000 for the erection of the buildings of the university, and two townships of vacant land for its endowment. Congress made, in the same year, appropriations of lands, as has already been shown; and this grant was afterwards confirmed to the state for the university. The territorial legislature accepted the appropriation, and provided for the selection of a portion of the lands. The last act of incorporation appointed a board of visitors, who had the control of the university; but they accomplished nothing, although they remained legally in office until the state was organized, in 1848.

The constitution of the state declares that provision shall be made by law for the establishment of a state university; and that the proceeds of all lands granted by congress to the state shall remain a perpetual fund, the interest of which shall be appropriated to its support. The state legislature, at its first session, passed an act, approved July 26, 1848, establishing the university at Madison, defining its government and its various departments, and authorizing the regents to purchase a

suitable site for the buildings, and to proceed to the erection of the same after having obtained from the legislature the approval of the plans. The act of 1838 was repealed. The regents were soon after appointed, and their first annual report was presented to the legislature January 30, 1849. They had selected a site, subject to the approval of the state, organized a preparatory department, and elected a chancellor. The university was thus opened, with John H. Lathrop, from the university of Missouri, as its first chancellor; and with John W. Sterling, as the principal of the preparatory department. The latter received twenty young men as students, February 5, 1849, and heard their recitations in a lower room of the high school building of Madison. Chancellor Lathrop was not formally inaugurated until January 16, 1850.

A number of the prominent citizens of the state have acted on the board of university regents. The superintendent of public instruction has, by virtue of his office, always been a member. Govs. Harvey, Lewis, and Salomon, and Maj. Gen. Hamilton, have been presidents of the board. Hon. Geo. H. Paul is now serving as that officer.

The first university building, the north dormitory, was completed, and occupied in 1851. It is one hundred and ten feet in length, forty feet in width, and four stories in height. The south dormitory, of the same size, was erected in 1854. The central edifice, known as the University Hall, was finished in 1859. The Ladies' Hall was completed in 1872; and the Science Hall is in process of erection, and will be occupied, it is expected, this coming fall.

All the buildings are located on the university grounds.

The first college classes were formed September 17, 1851. Prof. O. M. Conover had already begun his work as tutor, and was subsequently engaged as a professor for six years. Two gentlemen were, in 1854, the first graduates. The administration of Chancellor Lathrop continued until 1858. The other professors employed under him were, S. Pearl Lathrop, who died in 1854; Daniel Reed and Ezra S. Carr, who continued their services until 1868; John P. Fuchs and Auguste Kursteiner, who were present one or two years. By 1858, only fourteen gentlemen had graduated, all of whom had received from the university the degree of Master of Arts. The attendance of the students had ranged, per term, from forty-four to one hundred and ten; and of these, the collegiates numbered from six to fifty-nine, and the preparatories from fifteen to fifty-four. Students from fourteen to thirty-nine in number, are classified as pursuing select studies.

An attempt was made at reorganization in 1858, and the departments of instruction were enlarged. James D. Butler, Joseph C. Pickard, Thomas D. Coryell, and David H. Tullis were added to the faculty. Henry Barnard, of Hartford, Conn., was chosen second chancellor, and entered upon his office, July 27, 1859; and resigned in consequence of ill-health, January 17, 1861. He gave but little attention to the instruction of the classes, but directed his efforts toward the general management of the university, and as the agent of the normal regents in conducting teachers' institutes. The impetus and direction which he imparted to the educa-



tional interests of the state were very manifest; and they have since redounded to the welfare of the university and of the public schools.

A complete reconstruction of the institution took place in 1866. During the five years previous the university had no chancellor. Prof. Sterling, as the dean of the faculty, or the vice chancellor, performed the duties of the office. In fact, the care and administration were very largely committed to him all the time after the resignation of Chancellor Lathrop, in 1858, until a president was secured in 1867. The labors of this faithful and accomplished professor — the first teacher in the university, and still in active service — have always been duly appreciated by the other members of the faculty, and by the students. In this "interregnum," a normal department was added under the charge of Prof. Chas. H. Allen, and ladies were admitted to its classes. The income from the fund had steadily decreased; and, when the university began the work of reconstruction in the fall of 1866, there were only \$5,646.40 on hand to meet the expenses of the ensuing year. The number of students had largely increased under Prof. Sterling's management. The highest attendance in any single year was three hundred and sixty-one. The collegiates remained nearly the same, but the preparatories and the unclassified had more than doubled.

The chief occasion for the radical change was the organization of the Agricultural College in connection with the university. The magnificent grant of land by congress, for this college, was bestowed by the legislature, April 12, 1866, upon the institution. In the midst of a sharp competition, this measure was effected



largely through the efforts of Dr. J. W. Hoyt, the secretary of the State Agricultural Society. A new act of incorporation was passed, and a new board of regents were appointed. There were created the College of Arts, the College of Letters, and such professional and other colleges as may be added from time to time. The instruction was to be opened alike to male and female students. As soon as the income would permit, the admission and tuition should be free to all residents in the state. The government of the several colleges was entrusted to their several faculties.

Prof. Sterling was the only member of the old faculty who was retained. P. A. Chadbourne, of Williams College, Massachusetts, was chosen president of the institution, in 1867; and he prosecuted, with remarkable zeal and ability, the work of a thorough reorganization. A new faculty was selected, new courses of study were introduced, and the normal department was converted into a female college. In the College of Arts, the department of agriculture was organized, in 1868, with Prof. W. W. Daniells at the head. Previously, a farm of nearly one hundred and ninety-five acres, west of the old university premises, had been bought for the use of this department. Under Col. W. R. Pease was formed the department of engineering and military tactics. This is now under the instruction of Col. W. J. L. Nicodemus. A special course in mining and metallurgy was placed in the charge of Prof. Roland Irving. In the department of general sciences, Prof. John E. Davies was appointed to the chair of natural history and chemistry. In the College of Letters, the department of the ancient classics was established, and that of the

modern classics was afterwards added. A sub-freshman course in the classics was appointed for the preparatory students. The following professors were selected for these departments: Wm. F. Allen, Rev. T. N. Haskell, J. B. Parkinson, Dr. S. H. Carpenter, and John B. Feuling. Subsequently, Alexander Kerr and R. B. Anderson were added. A College of Law was created, and a faculty chosen, with J. H. Carpenter as the dean, and the judges of the supreme court as members. The charge of the lady students was committed to Miss Elizabeth Earle, the preceptress. This position is now filled by Mrs. D. E. Carson.

President Chadbourne, enfeebled in health, resigned at the end of three years' work. All the interests of the university had been very greatly improved under his administration. Enthusiasm, thoroughness in the class room, and confidence in the success of the university were established. His plans have, in the main, been followed in the subsequent management of the institution. Large additions of students were made to all the departments—the highest attendance in any one year being four hundred and ninety-one.

The presidency was not occupied until 1871; and then Rev. John H. Twombly was elected to the position, and remained in it until 1874. The year of vacancy was filled by Prof. Sterling, the vice president. The female college was abolished in 1873, and the lady students were then admitted to all the departments on equality with the gentlemen. The institution steadily advanced in prosperity, as the different departments began to develop their work. In a single year five hundred and seventeen students were admitted into the classes;

and, in the four years, one hundred and fifty-two graduated.

The present incumbent, John Bascom, of Williams College, was elected January 21, 1874, and he began his labors at the opening of the following spring term. He has shown such comprehensive views and such vigorous control of the university that its further substantial growth and usefulness are assured. Last year the instructional force consisted of twenty-seven professors and teachers, and four hundred and eleven students were enrolled, three-fifths of whom were members of the regular college classes.

### III. NORMAL SCHOOLS.

The state, in forming the public school system, contemplated the establishment of normal schools. The legislature in organizing the university, in 1848, required it to provide a department of the theory and practice of elementary instruction. Accordingly, the regents of the university ordered, in the following year, the creation of a normal professorship, and free normal instruction to all suitable candidates. Nothing, however, was accomplished, for some years, under this provision. The operations of the public schools soon deepened the conviction that the state must, at the earliest day practicable, furnish the means for training thoroughly its teachers. The first reports of the state superintendents, the resolutions adopted at the early local and state associations of teachers, and occasional articles in the newspapers urged the organization of normal schools. The academies, the preparatory classes in the colleges, and a few high schools endeavored to

meet, in part, the imperative demand for more intelligent and skillful teachers. The prominent educational men began an earnest effort to secure distinctively normal instruction under the control of the state. In 1855, the State University appropriated \$500 to the support of the department for qualifying teachers, and elected Prof. Daniel Read as their instructor. Eighteen young men attended the lectures presented by him on the principles and methods of teaching. Another class of fifty-nine students was formed, in 1860, for a single term, under this department. But, in 1863, the work was committed to the care of Prof. Chas. H. Allen, who had served for several years as the agent of the normal school regents; and it immediately assumed a new form, and prospered under his vigorous management. He resigned at the end of two years, and was succeeded by Prof. J. C. Pickard, who was also an efficient instructor. This department was closed in 1868. During its continuance, twenty-five students — all ladies — had graduated.

The next movement in establishing normal instruction, was the act of the legislature, in 1857, in creating the normal school income from one-fourth of the swamp land fund. This was an event of vast importance to the school interests of the state. The inception of the idea and the honor of securing its adoption by the legislature, belong quite largely to Prof. A. C. Spicer, a former principal of Milton College. This act directed that the income of this fund should be distributed among the academies and colleges which maintained normal classes, and in proportion to the number of students therein who passed a successful examination conducted

by an agent of the normal school board. Shortly after, the high schools were added to the list. The measure was in force eight years, and limited aid was granted each year to several institutions.

But in 1865, this law was repealed, and the income from one-half of the proceeds of the swamp lands was devoted to maintaining separate normal schools under the direction of the board of normal regents. A portion of this income, as already stated, was diverted until 1870, toward the support of the common schools. In 1866, the board of regents was incorporated by the legislature; and it began at once to secure the establishment of normal schools in different parts of the state. Propositions were received that year from various places, asking for the location of the schools. Platteville was designated as a site for one of the schools, and Whitewater for another. In the former place, the school was opened October 9, 1866, and Prof. Chas. H. Allen assumed the charge, which he held over four years. He was succeeded by Prof. E. A. Charlton, the present incumbent, from Lockport, N. Y. The Whitewater school began operations April 21, 1868, under the presidency of Prof. Oliver Arey, who was formerly connected with the normal schools at Albany and Brockport, N. Y. By a similar method, the board have located and opened two other schools. That at Oshkosh was dedicated September 19, 1871; and Prof. Geo. S. Albee, formerly principal of the public schools of Racine, was placed at the head. The River Falls school, with Prof. W. D. Parker as its principal, commenced work September 2, 1875. Prof. Parker was the former principal of the public schools of Janesville.

All these institutions have grown into great favor in the state. They are supplied with competent faculties, and are fully attended each year by students. The buildings are large, commodious, and substantial. Tuition is free to all normal pupils. Six representatives from each assembly district in the state can be sent to these schools. An elementary course of study for two years, and an advanced course for four years are pursued in each school. Already some of the graduates in the more advanced course are occupying responsible positions in our best graded schools, and in the normal schools themselves.

From the beginning, the operations of the normal school board have given great satisfaction to the state. Their deliberations have been uniformly harmonious and painstaking, and their actions have been judicious and vigorous. The income of the great fund in their hands has been managed with the strictest economy; and the best possible results from the use of this income have been secured. A careful and constant supervision is exercised over all the schools through the officers of the board, and through appropriate committees. Only three presidents have served in the board: the first, Rev. M. P. Kinney, of Racine, a part of the year 1857, when the board was first created; the second, Hon. C. C. Sholes, of Kenosha, from the following year until 1867, when he died; and the third, Hon. Wm. Starr, of Ripon, who succeeded Mr. Sholes. Hon. Hammer Robbins, of Platteville, and Hon. Wm. E. Smith, of Milwaukee, were active regents, and a portion of the time vice presidents of the board, from 1858 until 1872 for the former, and from 1858 until 1876 for the latter. Lucius Fair-



child, when he was governor of the state, participated with a most lively interest in the transactions of the board.

The accompanying table shows the current expenses, the attendance of the pupils in each department, and the graduates in the fuller course of study, the whole number of students at the end of each academic year, and the annual cost per student, in the schools at Platteville, Whitewater, and Oshkosh, since their opening. No statistics of the River Falls school are presented, as it has not yet completed its first year.

PLATTEVILLE NORMAL SCHOOL.

YEAR	Current Expenses.	Model School.	Intermed-ate and Academic Students.	NORMAL STUDENTS.		GRADUATES		Whole No. of Students.	Yearly Cost per Student.
				Male.	Female	Male.	Fem.		
1867	\$8,526 98	70	41	38	61	..	..	210	\$40 60
1868	10,048 07	116	64	64	79	..	..	316	31 10
1869	14,534 01	49	165	69	81	6	2	364	39 93
1870	11,392 39	63	162	77	107	10	5	391	29 14
1871	14,295 96	55	163	81	92	4	3	391	36 56
1872	12,116 43	61	145	82	116	5	3	404	29 92
1873	14,982 19	65	161	90	92	15	11	408	36 72
1874	19,648 61	79	193	83	112	4	6	467	42 05
1875	20,504 52	42	253	104	109	3	6	460	44 57
Total	\$126,049 16	..	....	....	....	47	41	....	.....

WHITEWATER NORMAL SCHOOL.

YEAR	Current Expenses.	Model School.	Intermed-ate and Academic Students.	NORMAL STUDENTS.		GRADUATES		Whole No. of Students.	Yearly Cost per Student.
				Male.	Female	Male.	Fem.		
1868	\$6,654 97	32	70	29	28	..	..	150	\$44 36
1869	16,834 27	47	143	77	95	..	..	362	46 23
1870	12,077 69	42	131	70	118	5	1	351	33 46
1871	11,941 39	36	68	80	110	2	8	294	40 61
1872	13,571 66	45	107	76	145	1	5	362	37 49
1873	16,538 22	38	53	120	166	6	8	367	45 06
1874	16,035 80	46	51	88	146	5	10	356	47 72
1875	16,157 81	51	84	80	134	1	6	341	47 33
Total	\$109,811 81	..	....	....	....	20	38	....	.....



## OSHKOSH NORMAL SCHOOL.

YEAR	Current Expenses.	Model School.	Intermediate and Academic Students.	NORMAL STUDENTS.		GRADUATES		Whole No. of Students.	Yearly Cost per Student.
				Male.	Female	Male.	Fem.		
1872	\$15,795 06	62	79	71	102	..	..	314	\$50 03
1873	17,363 13	56	157	91	170	..	..	463	37 93
1874	17,782 40	71	178	102	166	..	..	527	33 72
1875	21,296 95	57	158	119	170	3	5	504	42 25
Total	\$72,237 54	..	....	....	....	3	5	....	.....

## IV. CHARITABLE SCHOOLS.

The action of the state in caring for its unfortunate and criminal classes has been ample and praiseworthy. Our purpose leads us, as already announced, to consider only the provisions which have been made for the youth of these two classes, by the establishment of charitable and correctional schools. Besides furnishing the means for the education of the blind, the deaf and dumb, the vicious boys, and the soldiers' orphans, the state has not altogether forgotten the needs of the feeble minded. The attention of the legislature has been called, at several sessions, to the duty of providing an institution for this last class; but the expenditures of the state in enlarging its prison, and in erecting a second hospital for the insane, have thus far prevented any distinctive work from being done in this direction. An industrial school for girls is also demanded. A private one has been opened for the city of Milwaukee, through the exertions of Mrs. W. P. Lynde, a member of the State Board of Charities.

*1. Institute for the Blind.\**

This institution is located at Janesville, and was the first established by the state for the benefit of the unfortunate. A school for the blind had been opened in the latter part of the year 1849, by the citizens of that place and vicinity. Its operations were brought to the notice of the legislature, and it was adopted by the state in an act which was approved, February 9, 1850, and which provided for its entire support from the public treasury. The charge of it is now committed to five trustees, appointed by the governor. They serve without any compensation for three years, and employ a superintendent, teachers, and other persons necessary for the management of the school.

The object of the institution is declared by law to be "to qualify, as far as may be, 'the blind,' for the enjoyment of the blessings of a free government, obtaining the means of subsistence, and the discharge of those duties, social, and political, devolving upon American citizens." The design of the school is, therefore, to educate those blind persons in the state, who are of suitable age and capacity to receive instruction. Pupils are received who are between the ages of eight and twenty-one years. They reside in the building provided for them, and are supported and taught free of charge. Twice in its history the experiment has been tried of requiring the payment of tuition, or the presentation of official certificates of inability to pay. The result in each case was so disastrous to the usefulness of the in-

\*In preparing the history of the charitable institutions, use has been made of sketches of them in the recent editions of the Legislative Manual for Wisconsin.

stitution, that the original policy was speedily resumed. The funds for the support of the school were derived, the first year, from a tax of one-fifteenth of a mill on each dollar of taxable property; but it has since been supported by annual appropriations.

The institution was first opened for the reception of pupils on the 7th of October, 1850. It occupied a rented building until June 1, 1852, when it was removed into an edifice erected for its use at a cost of about \$2,000. The lot of ten acres had been donated by the owners, and now forms a part of the grounds belonging to the school. This new edifice was so arranged as to admit of becoming the wing of a larger one, which was commenced in 1854, and fully completed in 1859. In 1864-65, a brick building was provided for a shop and for other purposes — a small wooden one having previously been used several years for a shop. The foundation of the wing already built proved to be defective, and in 1867, that portion of the building had to be removed. The next year, work was begun on an extension which should replace the demolished portion, and afford room for the growth of the school. This was completed in 1870, and the value of the buildings, grounds, and personal property belonging to the institution was estimated to be \$182,000. On the 13th of April, 1874, the building was destroyed by fire; and at the ensuing session of the legislature, an appropriation of \$56,000 was made for the erection of a new edifice on the old site, but on a somewhat different plan. The school was not allowed to close on account of the fire. The board of trustees procured suitable accommodations for the pupils in the city of Janesville, where the work of the school

was carried on until January 1, 1876, when the new building was ready for occupancy.

Another misfortune awaited the institution in the loss of its superintendent, Prof. Thomas H. Little, who died after a brief but painful illness, February 4, 1875. He had received injuries in the burning of the main building, and suffered subsequently from anxiety and labor in his oversight of the pupils under the disadvantages of their temporary home. He was a man of rare abilities for the position which he filled over thirteen years. Under him the school attained a high standing, through his labors the State Board of Charities was created, and he was favorably known abroad for his enlightened views and his distinguished success in his work. He was succeeded by his wife, Mrs. Sarah F. C. Little, the first instance in this country of the appointment of a woman to the head of such an institution. Six other gentlemen had preceded Prof. Little as superintendent; and only one, Prof. W. H. Churchman, an accomplished officer, remained longer than two years.

The president of the board of trustees, A. A. Jackson, Esq., of Janesville, has occupied the position four years. He was preceded by R. B. Treat, M. D., now of Chicago. J. B. Whiting, M. D., is the secretary; and J. B. Doe, Esq., the treasurer of the board. These officers have contributed largely to the prosperity of the institution.

The school has three departments of instruction: one embraces the subjects usually taught in our common schools; another furnishes training in vocal, instrumental, and theoretical music; and the third teaches the girls sewing, knitting, and various kinds of fancy work,

and the boys broom-making, and the seating of cane-bottom chairs.

TABLE showing for each year the amount appropriated, the attendance of pupils, and the cost per pupil for support, in the Institute for the Blind:

YEAR.	Current Expenses.	Buildings, etc.	Total.	Number of Pupils.	Yearly cost per Pupil.
1850 - -	\$1,368 62	.....	\$1,368 62	8	\$171 08
1851 - -	2,000 00	\$3,000 00	5,000 00	9	222 23
1852 - -	2,000 00	2,500 00	4,500 00	9	222 23
1853 - -	2,500 00	.....	2,500 00	13	192 31
1854 - -	3,500 00	12,000 00	15,500 00	16	218 75
1855 - -	4,000 00	5,000 00	9,000 00	14	285 71
1856 - -	5,000 00	10,000 00	15,000 00	19	263 15
1857 - -	7,000 00	15,000 00	22,000 00	20	350 00
1858 - -	5,000 00	7,539 79	12,539 79	25	200 00
1859 - -	9,000 00	6,575 00	15,575 00	32	281 25
1860 - -	9,000 00	3,700 00	12,700 00	36	250 00
1861 - -	9,000 00	1,000 00	10,000 00	42	211 90
1862 - -	8,800 00	.....	8,800 00	52	169 23
1863 - -	12,000 00	2,000 00	14,000 00	54	222 23
1864 - -	15,000 00	5,000 00	20,000 00	59	254 24
1865 - -	19,500 00	6,500 00	26,000 00	58	336 20
1866 - -	16,000 00	.....	16,000 00	54	296 29
1867 - -	16,000 00	1,000 00	17,000 00	54	296 29
1868 - -	18,000 00	60,000 00	78,000 00	60	200 00
1869 - -	18,000 00	500 00	18,500 00	69	260 87
1870 - -	18,000 00	29,800 00	47,800 00	64	241 25
1871 - -	18,300 00	7,073 50	25,373 50	68	269 11
1872 - -	21,000 00	1,400 00	22,400 00	76	263 16
1873 - -	20,500 00	250 00	20,750 00	77	266 18
1874 - -	19,000 00	3,800 00	22,800 00	75	253 34
1875 - -	18,000 00	65,000 00	83,000 00	82	219,41
Total	\$297,468 62	\$248,629 29	\$546,097 91	.....	.....

## 2. Institute for the Deaf and Dumb.

The first mover in the interests of deaf-mute instruction in the state was Mr. Ebenezer Cheesboro, a resident of Walworth county, whose deaf and dumb daughter had been educated at the New York Institution. The citizens of Delavan, in that county, became interested in the establishment of a similar institution in this state. A private school for deaf-mutes was opened near the vil-

lage, and subsequently in it; and by an act of the legislature, April 19, 1852, it was incorporated as a state institution, and fully organized in June following. The site is a very eligible one, and has been made beautiful by the tasteful arrangement of the grounds, and the careful training of foliage. The land first occupied was donated by Mr. F. K. Phoenix, a member of the first board of trustees. The original boundaries have been enlarged, so that the grounds of the institution now embrace nearly thirty-three acres. One of the wings of the building was first erected, and the central portion and another wing were subsequently added. The whole edifice, constructed of brick, presents an attractive appearance, and furnishes excellent accommodations for the inmates. The institute is under the charge of five trustees, appointed by the governor, each for the term of three years. The officers of the board are Rev. A. L. Chapin, president; Hon. Joseph Hamilton, secretary; and Hon. John E. Thomas, treasurer. The principal is Prof. W. H. De Motte, who was immediately preceded by Prof. Geo. L. Weed. Five others had held the same position, and among them was Prof. J. S. Officer, who died February 3, 1865, after a service of eight years in the institution, honored and beloved in his labors.

No pupils are received under ten years of age, while twelve years is regarded as the proper age for their admission. The regular course of instruction occupies five years, and is divided into seven grades. The children of the state are not charged for board and tuition; but their friends are expected to provide clothing and pay incidental expenses. A class in articulation was formed last year. Two trades are taught, cabinet-making and



shoemaking. The shop for [the former was opened in March, 1860, the latter subsequently; and they both have become self-supporting.

TABLE showing for each year the amount appropriated, the attendance of pupils, and the cost per pupil for support, in the Insitute for the Deaf and Dumb:

YEAR.	Current Expenses.	Buildings.	Total.	Number of Pupils.	Yearly Cost per Pupil.
1852 - -	\$500 00	\$3,000 00	\$3,500 00	8	\$62 50
1853 - -	4,000 00	5,000 00	9,000 00	16	250 00
1854 - -	7,500 00	.....	7,500 00	31.	241 93
1855 - -	7,000 00	500 00	7,500 00	34	205 88
1856 - -	7,000 00	300 00	7,300 00	49	142 86
1857 - -	12,000 00	22,500 00	34,500 00	56	214 28
1858 - -	9,000 00	6,500 00	15,500 00	52	173 08
1859 - -	15,100 00	4,500 00	19,600 00	79	189 87
1860 - -	13,550 00	15,900 00	29,450 00	87	155 75
1861 - -	14,000 00	.....	14,000 00	86	162 79
1862 - -	12,200 00	.....	12,200 00	83	146 98
1863 - -	13,250 00	.....	13,250 00	89	147 74
1864 - -	15,550 00	.....	15,550 00	80	194 37
1865 - -	19,000 00	22,000 00	41,000 00	91	203 78
1866 - -	27,684 48	13,901 35	41,585 83	104	266 25
1867 - -	27,000 00	8,000 00	35,000 00	108	250 00
1868 - -	27,000 00	.....	27,000 00	95	284 21
1869 - -	30,000 00	3,000 00	33,000 00	112	267 85
1870 - -	30,000 00	4,175 00	34,175 00	144	208 40
1871 - -	38,364 00	.....	38,364 00	149	284 29
1872 - -	37,949 00	.....	37,949 00	164	231 34
1873 - -	28,500 00	.....	28,500 00	176	161 93
1874 - -	35,000 00	.....	35,000 00	176	198 86
1875 - -	34,500 00	1,500 00	36,000 00	180	191 67
Total -	\$465,647 48	\$110,777 35	\$576,424 83	.....	.....

### 3. Industrial School for Boys.

This institution is situated about three-fourths of a mile west of the railway depot, in the village of Waukesha. The buildings are located on the southern bank of Fox river, and are arranged into a main central edifice and six family houses, all three stories high. They are built of stone with slate roofs, and are intended to be substantially fire proof. In addition to



these buildings there are two stone shops, barns, and sheds. A farm of two hundred and thirty-three acres belongs to the institution, and the most of it is under good cultivation.

An act of the legislature was approved, March 7, 1857, providing for the establishment of the institution, then known as the House of Refuge. The name was subsequently changed to State Reform School, and still later, to Wisconsin Industrial School for Boys, its present title. The first building was formally opened for the reception of delinquent boys, July 25, 1860, and Moses Barret was appointed superintendent. At that time, a few countries in Europe, and some of the New England states and New York had organized similar institutions. Our House of Refuge was at first a juvenile prison with its cells and grates. It was formed on the congregate plan with its crowd of boys in a single company. The law enacts that it "shall be the place of confinement and instruction of all male children between the ages of ten and sixteen years who shall be legally committed by any competent court as vagrants, or on conviction of any criminal offense, or for incorrigible or vicious conduct."

The present superintendent, Rev. A. D. Hendrickson, was elected in 1865. Under his administration, the school has been remarkably successful. In the winter succeeding his election, the main building with nearly all its contents was consumed by fire. The small buildings left standing have been moved and remodeled; and ten additional edifices for different purposes have since been erected. The farm has been quadrupled in size, and stocked with cattle, hogs, and other animals. The

grounds on which the buildings are situated have been laid out into drives and shaded walks, and ornamented with hedges, shrubs, and trees. The school has been converted into a home with its social relations, and its family circle. It is a miniature colony with its houses and workshops, its farms and gardens, its schools and libraries, and its social and religious facilities. In the sixteen years of its history, 1,184 children have been under its instruction; and of this number about one-fourth were, last year, still members of the institution. A large per centage of those who have been discharged are now quiet, industrious, and respected citizens.

Of the board of managers, Hon. Andrew E. Elmore has been a member from the beginning, and has aided very materially in the management and growth of the school. Edward O'Neill is president, and Hon. Chas. R. Gibbs secretary. The income of the institution is drawn from the products of its workshops and farm, from annual appropriations by the state, and from charges against counties for maintaining a certain class of inmates. The second is the chief source. The instruction in the school proper is given in six departments, and is confined principally to the common English branches. Some of the boys learn farm work and gardening, and others such trades as shoe-making, tailoring, broom-making, and mason work.

TABLE showing for each year the amount appropriated, the number of inmates, and the cost per inmate for support in the Industrial School for Boys :

YEAR.	Current Expenses.	Buildings, etc.	Total.	Whole No. of Inmat's	Yearly Cost per Inmate.
1860 - -	\$4,953 81	.....	\$4,953 81	39	\$127 02
1861 - -	5,879 17	\$1,142 62	7,051 79	58	130 65
1862 - -	5,861 21	509 63	6,370 84	80	90 17
1863 - -	6,916 22	317 75	7,263 97	98	83 33
1864 - -	12,456 53	3,500 00	15,956 63	155	85 10
1865 - -	19,756 47	747 91	20,504 38	245	116 21
1866 - -	24,026 14	29,804 76	53,830 90	309	150 60
1867 - -	24,247 56	13,355 35	37,602 91	217	149 68
1868 - -	26,741 83	11,178 03	37,919 86	227	162 07
1869 - -	24,982 34	4,507 87	29,490 21	233	140 35
1870 - -	32,103 04	13,449 12	45,552 16	203	134 41
1871 - -	32,387 95	3,429 59	35,817 54	238	125 05
1872 - -	36,538 70	12,809 59	49,348 29	347	128 66
1873 - -	41,472 46	27,000 00	68,472 46	362	145 01
1874 - -	43,453 02	5,646 05	49,099 07	402	148 03
1875 - -	45,156 70	14,000 00	59,156 70	412	150 62
Total -	\$386,933 15	\$141,428 27	\$528,361 42	.....	.....

#### 4. Soldiers' Orphans' Home.

At the close of the civil war, our state was the first in the Union to acknowledge her obligations to provide for the support and education of the orphan children of her soldiers who had died in the service. In the fall of 1865, Mrs. C. A. P. Harvey, the widow of Gov. Harvey, Hon. B. F. Hopkins, and other patriotic citizens in the state, raised by subscription \$12,834.69 for the purpose of opening a Soldiers' Orphans' Home at Madison. The use of the building, known as "Harvey Hospital," was donated by the national government. This was thoroughly refitted and furnished, and thus converted into a home for the eighty-four orphans who were first admitted, January 1, 1866. The property was purchased by the state for \$10,000, and the home became a state

institution, March 31, 1866. Mrs. Harvey was made the superintendent, and remained in the position until May 1, 1867. This office has since been filled by Mr. F. B. Brewer, Rev. I. N. Cundall, Mr. W. P. Towers, and Prof. R. W. Burton. The management of the institution has been under a board of trustees appointed by the governor. Gen. James Bintliff has been the president of the board for several years. During the year 1868, a substantial stone school building was erected on the premises of the home at a cost of \$12,000. The number of inmates in the institution having been quite largely reduced, the legislature, in 1874, directed that homes in private families should be obtained for the children over fourteen years of age; and that contracts should be made with parents or guardians to support those under that age until they were fourteen years old. A suitable allowance was made these parents or guardians, on the condition that the children under their care should attend school at least four months in each year. This act virtually closed the institution that year.

For the nine years in which the school was in operation, six hundred and eighty-three orphans were admitted, and \$333,900 were appropriated to it by the state. These orphans were not only maintained, but educated and brought up to habits of industry. After 1870, a few of the pupils were supported each year at the normal schools of the state. The home was established on the idea that the inmates, when fifteen years of age, would not need its protection; and, with this condition, the institution has served its purpose, and left a worthy monument of the tender regard of the state for the children of its fallen heroes.

In 1871, the home received \$23,000, as its share of the bequest of Horatio Ward, deceased, an eminent American banker in London, England, who donated nearly \$100,000 to all the institutions of the kind in this country. An arrangement has been effected in this state, in accordance with the wish of the testator, to divide this bequest among those who have been inmates of the institution as they become of age—boys at twenty-one years, and girls at eighteen.

In closing up the affairs of the home, the work had to be extended into 1875, and an appropriation was made to meet the current expenses of that year.

TABLE showing for each year the amount appropriated, the number of inmates, and the cost per inmate for support, in the Soldiers' Orphans' Home :

YEAR.	Current Expenses.	Buildings, etc.	Total.	No. of Inmates.	Yearly Cost per Inmate.
1866 - -	\$25,000	\$10,000	\$35,000	298	\$83 89
1867 - - -	40,000	.....	40,000	275	145 45
1868 - - -	40,000	12,000	52,000	315	126 98
1869 - - -	45,000	8,500	53,500	279	161 87
1870 - - -	40,200	.. ...	40,200	331	121 45
1871 - - -	41,400	.....	41,400	310	132 55
1872 - - -	31,400	.....	31,400	271	115 86
1873 - - -	21,200	2,000	23,200	243	87 24
1874 - - -	17,200	.....	17,200	159	108 11
1875 - - -	8,900	.....	8,900	35	254 28
Total - -	\$310,300	\$32,500	\$342,800	.....	.....

## CHAPTER V.

## PRIVATE AND DENOMINATIONAL SCHOOLS.

## I. UNINCORPORATED PRIVATE SCHOOLS.

Many of the earliest public schools of the rural districts and the best high schools of the cities originated in private efforts for the instruction of the children and youth. Some of the first select schools have been developed into our best academies and colleges. If the work of education receives any proper attention in the new settlements of our country, it must usually commence in this manner. The effort has to be local and independent. At the time when the school system under the state government was organized, a large number of unincorporated private schools were in operation. During our territorial history, the most thoroughly competent teachers were employed in them.

It was natural that schools of this character should be continued for a season even in some of the older settled places, after the present school system was established. To such an extent were they retained that superintendent Ladd complained, in one of his reports, of their deleterious influence upon the public schools. Quite large numbers of them have been maintained each year since the formation of the state. The attendance of pupils upon them has been annually reported to be from four thousand to eighteen thousand. A greater

number than these, it is known, have been taught in them. Some of the religious denominations of the state sustain, in connection with a portion of their churches, schools with primary, intermediate, and grammar departments. This is particularly the case in our larger cities, and in some sections inhabited by our citizens of foreign birth. In these schools special religious instruction is usually given. Some select schools for more advanced pupils are still kept in the cities and larger villages, on the idea that more careful instruction is imparted, and a higher moral tone maintained in them than in the public high schools. A few kindergärten have been opened, the past two years, principally in Milwaukee.

In the past sixteen years, other private schools, under the name of business and commercial colleges, have been sustained. At present there are at least eleven of them at work, most of which are unincorporated. The principal ones are in Milwaukee, Madison, Janesville, Fond du Lac, Oshkosh, Green Bay, and La Crosse. Some of them sustain such relations to each other that the same scholarship can be used in them all. They are generally attended by one hundred and twenty-five to two hundred and seventy-five students per year. The oldest and most prominent teacher in any of these schools is Prof. Robert C. Spencer, of Milwaukee. The Business College at Madison was under the successful management of Prof. B. M. Worthington for several years. The annual cost of tuition for each student in these institutions ranges from \$40 to \$80.



## II. INCORPORATED ACADEMIES.

A large number of academies have been chartered by the legislature, but not all of them were ever organized, and only a few of them are now in operation. The excellent graded schools, the preparatory departments of our colleges, and the normal schools, having performed the work which belongs to these institutions, have made the demand for them less than in some other states. Of the about thirty academies incorporated by the territory, only six were surviving when the state was organized, and only two, Platteville Academy and Milton Academy, are still in existence, though not in their original form.

In 1837, Beloit Seminary was incorporated, but the school was not established until the fall of 1843. It closed its work, under Prof. S. T. Merrill, at the end of seven years, and its male department was merged into the Beloit College. Southport Academy, at Kenosha, was chartered in 1839, and was taught, the first two years, by Rev. M. P. Kinney. He was succeeded by Gov. L. P. Harvey, who continued in charge until 1844, when the school was suspended. Platteville Academy was first incorporated in 1839, but was not opened until 1844. It vacated its charter upon becoming a state normal school in 1866. Of its teachers, Prof. J. L. Pickard and Prof. Geo. M. Guernsey served the longest as principals, the former thirteen years and the latter seven. Prairieville Academy, at Waukesha, was chartered in 1841, but closed its operations after a brief experience. Select schools and a college having been opened in the place, the academy was no longer needed. Silas Chapman was its principal teacher. Milton Academy began

as a select school with academic facilities in 1844; received its first charter from the territory in 1848, and was converted into a college in 1867. The main teachers in charge under its academic career were Rev. S. S. Bicknell, Rev. A. W. Coon, Prof. A. C. Spicer, and Rev. W. C. Whitford. Janesville Academy was established under its charter in 1845, and its first principal was Rev. T. J. Ruger, the rector of the Episcopal Church of the place. He taught about a year, and was succeeded by Levi Alden, who resigned in 1847. The charge of the academy then passed into the hands of Prof. A. B. Miller. It was, after a brief history, transformed into a high school, and connected with the graded school system of the place.

Acts of incorporation have been granted by the state to a very large number of academic institutions. Among those which have been suspended, or do not maintain regular sessions, are Beloit Female Seminary, Allen's Grove Academy, Evansville Seminary, Janesville Wesleyan Seminary, Milton Institute, Baraboo Collegiate Institute, Brunson Institute, Lancaster Institute, Oconomowoc Seminary, Waterloo Academy, Marshall Academy, Waukesha Seminary, Kilbourn Institute, Appleton Collegiate Institute, River Falls Institute, and Wesleyan Seminary at Eau Claire. Three kinds of work have been performed in these institutions: preparing common school teachers, young people for the business pursuits, and students for the college classes.

The following academies receive students two or three terms in the year: Milwaukee Academy, German and English Academy of Milwaukee, St. Mary's Institute at Milwaukee, Kemper Hall at Kenosha, St. Catharine's

Academy at Racine, Rochester Seminary, Lake Geneva Seminary, Big Foot Academy, Sharon Academy, Jefferson Liberal Institute, Albion Academy, Patch Grove Academy, Fox Lake Seminary, Wayland Institute at Beaver Dam, Elroy Seminary, Benton Female Academy, Saint Clara Academy at Sinsinawa Mound. Most of these receive both sexes, and a few, either boys or girls only. They are sustained almost entirely by their tuition fees; and are, on the main, giving instruction in the common English branches to a majority of their students. Some of the instructors in them have been among our most earnest and useful educators. These institutions have been organized mainly by the religious denominations, and supported by their patronage. In the department of secondary instruction, they are performing an indispensable service to the state, and are supplying the educational needs of the young people principally from the rural districts.

The attention of the state has been directed, the past six years, by discussions in the legislature, reports of educational officers, and resolutions adopted in teachers' associations, to the great and increasing need of more academies, and more complete academic instruction. The proposition to found county academies under the control and support of the state, has received a favorable consideration from several quarters. To furnish the academies already in existence with any aid, beyond the normal school income which was granted to a portion of them for seven years, has never met with an affirmative response. The provision in the constitution against supplying religious seminaries with money from the state treasury, and the growing tendencies of

society on this subject, make it certain that these academies, as well as the colleges under the control of the religious bodies, will not for a long time, if ever, receive any pecuniary help from the state. The high schools under the state system will apparently continue to absorb the academies; and more of the secondary instruction, and a better quality of it will be furnished by them.

### III. DENOMINATIONAL COLLEGES.

Some of the institutions which have been chartered with collegiate privileges either have never organized classes in the full college courses of study, or they have abandoned these courses, and are now performing purely academic work. Carroll College was established by the Presbyterians, at Waukesha, in 1846. Prof. J. W. Sterling taught the first class that year. Under its President, Rev. John A. Savage, the institution reached its highest position as a college. For several years it has, under its present principal, W. L. Rankin, limited its instruction to the academic studies. The Sinsinawa Mound College, a Catholic institution, was founded by Father Mazzuchelli in 1848. After a successful career of fifteen years, it was closed; and the property came into the possession of the Saint Clara Academy, which was established in its buildings in 1867. St. John's College, at Prairie du Chien, originated from an effort of the place, in 1866, to secure the first state normal school. It was for about two years under the charge of Prof. J. T. Lovewell. It afterwards passed into the hands of the Catholics; and it has confined its attention almost entirely to academic work. Milwaukee Female

College, an unsectarian school, and Wisconsin Female College at Fox Lake, under the management of the Congregationalists, have given only secondary instruction, but of an advanced grade. The latter has been changed into a seminary for both boys and girls. Wayland University, at Beaver Dam, established by the Baptists in 1854, has, within the past two years, been rechartered as an institute with merely academic facilities.

Eight of these denominational institutions conduct students through the full college studies, though they give instruction in the academic preparatory courses. Beloit College was organized, in 1847, by the Presbyterian and Congregational churches of Wisconsin and northern Illinois. In the following year, Rev. Joseph Emerson and Rev. J. J. Bushnell were appointed professors; and in 1849, Rev. A. L. Chapin was elected president, which office he has since held. The estimated value of the lands and buildings belonging to the college, is \$78,400; and the funds and endowments amount to \$121,281.06. The whole attendance of different students in the college classes from the beginning, has been five hundred and fifty-four, of whom two hundred and sixteen have graduated at the institution. Galesville University was opened under the charge of Rev. Samuel Fallows, in 1859, and is connected with the Methodist denomination. Rev. H. Gilliland has been its president for several years. The value of its lands, buildings, and endowments is estimated to be \$30,000. In 1873, it had graduated eighteen students — ten males and eight females. Lawrence University, of Appleton, is also a Methodist institution. It was started under a liberal donation from Hon. Amos A. Lawrence, of Boston,

Mass. It was incorporated as an institute in 1847, and three years after as a college. The first principal was Rev. W. H. Sampson. The presidents have been Rev. Edward Cooke, Russell Z. Mason, and Rev. Geo. M. Steele. The property and funds are valued at \$157,500. Its graduates number one hundred and seventy-three — one hundred and fourteen males and fifty-nine females. Milton College is under the patronage of the Seventh-Day Baptists. The academy, founded in 1844, was converted, under the administration of Rev. W. C. Whitford, its president, into a college in 1867. The report of its financial condition shows that the value of the lands, buildings, and endowment notes is \$46,125. It has graduated in its academic courses in all ninety-three students, and in its college courses twenty-nine. Northwestern University, a Lutheran College, at Watertown, was established in 1865, and has Rev. A. F. Ernst for its president. The value of its property and funds is reported to be \$55,000. Pio Nono College, at St. Francis station, south of Milwaukee, was organized, in 1871, as a Catholic institution. There are connected with it a seminary for the training of teachers, and a theological department which was created in 1856. The grounds and buildings of the college are worth \$50,000; and its president from the opening has been Rev. J. Salzmann. The Racine college is considered to be a result of the formation of the Nashotah House, an Episcopal Theological Seminary, located in 1842, at the Nashotah Mission, near Summit. The college was founded at Racine in 1852. The presidents have been Rev. Roswell Park and Rev. James De Koven; and the whole number of students amounts to about fourteen



hundred, of whom one hundred and twenty-two have graduated. The college owns in property and endowment about \$180,000. Ripon college began its work, in 1853, under the title of Brockway College, and has always been supported by the Congregational churches. It assumed its present name in 1864, shortly after Rev. W. E. Merriman, the present head of the institution, was called to that position. The affairs of the college were in an unsettled state until its reorganization in 1863. Since that time sixty-eight students have graduated in the college courses. The estimated value of the property and funds is \$124,440.



## CHAPTER VI.

## MISCELLANEOUS.

## I. TEACHERS' INSTITUTES.

Public meetings for the discussion of educational topics were held in a number of places under the territorial government; and it is quite possible that some of these resembled an institute for the instruction of the public school teachers. More attention was then paid to this work in the southwestern portion of the state than elsewhere, and meetings of this kind were called at Hazel Green and Platteville.

During the first ten years under the state organization, the labor performed in the teachers' institutes was desultory. It was given principally by the state superintendents, in connection with the meetings of town and county associations of teachers. These meetings continued usually from two to six days; though a few are reported as lasting two weeks. The latter partook of the nature of long-termed institutes, in which regular instruction was furnished in the branches of study taught in the district schools. Superintendent Ladd reports these as being held in 1852, and attended in some instances by eighty teachers. Generally these gatherings were for the purpose of enabling the teachers to compare with each other their views and methods of work, and to learn more definitely, by the means of lectures and discussions, what were the educational progress and needs of the state.

In 1859, was inaugurated the efficient system of

holding institutes, which has been in operation to the present time. It grew out of the normal school work which the state had then organized in the academies, high schools, and colleges. By an act of the legislature the normal school board was authorized to employ an agent or agents who should, in addition to exercising supervisory control over the normal work of these institutions, conduct teachers' institutes and give normal instruction to them. They should do this in coöperation with the state superintendent. A sum sufficient to defray the expenses of the agency was annually appropriated out of the normal school fund. Dr. Henry Barnard was engaged as the general agent. He secured the services of Chas. H. Allen and others as assistants, and began the work with great vigor and enthusiasm. Some of the institutes held the first year enrolled as many as two hundred and seventy-five members. A number of the most earnest teachers in the state contributed in various ways to the success of these institutes. The law which provided for county superintendents in 1861, required each one to organize and conduct at least one institute each year. Subsequently, Col. J. G. McMynn, Rev. J. B. Pradt, and Prof. J. C. Pickard, served as agents of the normal regents. In 1867, a law was passed stating more definitely the duties of the regents in holding institutes. They were empowered to spend annually five thousand dollars to meet the expenses of the work; and the district boards of the common schools were authorized to allow the teachers employed by them to attend these institutes without losing any time in their schools. In 1871, provisions were made for conducting normal institutes in such counties as receive the least direct benefit from

the normal schools, and they should be held at least four consecutive weeks, and a brief course of study should be pursued in them. A sum not exceeding two thousand dollars per annum was appropriated from the state treasury to carry out these provisions. The least time in which one of these institutes must be held has been changed the present year to two weeks.

The normal regents have effected an arrangement by which one of the professors in each normal school acts, a portion of the year, as a conductor of institutes. Robert Graham, of the Oshkosh School, has been holding institutes under the board most of the time for eight years. Duncan McGregor, of the Platteville School, Albert Salisbury, of the Whitewater School, and Jesse B. Thayer, of the River Falls School, have been engaged for shorter periods. Last summer and fall, they, in connection with a few other conductors, held six normal institutes and thirty-four others, the latter of which varied in length from one to three weeks. In some years, over sixty short-termed and long-termed institutes have been annually conducted.

## II. STATE TEACHERS' ASSOCIATION.

This association has been organized nearly twenty-three years, and has exerted a strong influence for the cause of popular education in the state. The most active and intelligent teachers have been its permanent supporters, and the localities in which it has held its meetings have given it a cordial welcome. It has led to the formation of many local associations of teachers, which have assisted in awakening a deeper interest on the subjects of education. Many attendants upon its annual meetings have returned to their quiet work with

quickened zeal and broader views of their special calling. The measures adopted by the state, in the past twenty years for the improvement of the educational system, have first been brought forward and pressed upon the attention of the people by the state association.

Since 1868, an executive session of the members of the association has generally been held at Madison in the holidays of each year. It has furnished an occasion for a more careful and thorough discussion of topics which were interesting educational workers at the time of each meeting. A convention of the county superintendents has usually been called, since 1862, in connection with either the annual or the executive sessions of this body.

*STATISTICS of the Annual Sessions of the State Teachers' Association.*

YEAR.	Date of Opening the Session.	Where Held.	President.	Secretary.	Number Enrolled.
1853	July 12	Madison - -	J. G. McMynn - -	Walter Van Ness -	8
1854	Aug. 9	Madison - -	J. G. McMynn - -	Walter Van Ness -	7
1855	Aug. 15	Racine - - -	J. G. McMynn - -	D. Y. Kilgore - -	150
1855	Aug. 20	Beloit - - -	J. L. Pickard - -	D. Y. Kilgore - -	175
1857	Aug. 12	Waukesha - -	A. C. Spicer - -	A. A. Griffith - -	200
1858	Aug. 3	Portage City	O. M. Conover - -	J. W. Strong - -	250
1859	July 26	Madison - -	A. Pickett - - -	J. W. Strong - -	350
1860	Aug. 1	Milwaukee - -	J. B. Pradt - - -	J. H. Magoffin - -	180
1861	July 30	Fond du Lac	A. J. Craig - - -	S. H. Peabody - -	400
1862	July 29	Janesville - -	Jonathan Ford - -	T. J. Conatty - -	350
1863	July 28	Kenosha - -	S. H. Peabody - -	S. T. Lockwood - -	.....
1864	Nov. 15	Milton - - -	C. H. Allen - - -	A. J. Cheney - -	125
1865	Aug. 1	Whitewater	W. C. Whitford - -	J. K. Purdy - - -	275
1866	July 25	Ripon - - -	S. D. Gaylord - -	J. H. Terry - - -	183
1867	July 23	La Crosse - -	O. M. Baker - - -	W. D. Parker - -	325
1868	July 21	Milwaukee - -	O. R. Smith - - -	C. W. Cutler - - -	600
1869	July 6	Oshkosh - - -	Alexander Kerr - -	S. H. Carpenter - -	250
1870	July 12	Watertown - -	W. D. Parker - -	W. A. De La Matyr -	500
1871	July 11	Madison - -	Robert Graham - -	A. Earthman - - -	248
1872	July 9	Madison - -	Samuel Shaw - - -	A. Earthman - - -	245
1873	July 8	Sparta - - -	D. McGregor* - -	M. T. Park - - -	225
1874	July 15	Madison - -	B. M. Reynolds - -	Jas. M. Rait - - -	.....
1875	July 28	Eau Claire - -	J. Q. Emery - - -	A. J. Hutton - - -	158

\* J. K. Purdy was elected President at the previous session, but died during the year. Prof. McGregor occupied the position as the first Vice-President.

## III. JOURNAL OF EDUCATION.

The first volume of an educational periodical, under the name of the Wisconsin Educational Journal, was published monthly, in 1855, by Hon. James Sutherland, at Janesville. It was edited by Geo. S. Dodge, and at the close of the first year, it was transferred to the State Teachers' Association, and its name was changed to Wisconsin Journal of Education. At that time it became the organ of the association, which appointed an editorial committee, and Col. J. G. McMyun was made the resident editor, and remained in that position for nearly two years. He was succeeded by Hon. A. J. Craig, who had the charge for three years. In 1860, Rev. J. B. Pradt was chosen the editor, and continued as such until 1865, when the periodical was discontinued. In the following year, Prof. W. H. Peck, of Mineral Point, resumed its publication as a private enterprise, which he conducted about two years. In the mean time, an association of teachers in Milwaukee started The School Monthly, with Prof. S. D. Gaylord as the managing editor. It became the organ of the state association, and was published about three years. The original Journal of Education was again issued, in 1870, by the state superintendent, Rev. Samuel Fallows, and the assistant state superintendent, Rev. J. B. Pradt, who became the editors and proprietors. Hon. Edward Searing, upon becoming state superintendent, succeeded Mr. Fallows as one of the editors and proprietors; and he with Mr. Pradt still continues its publication.

In 1856, the Journal became also the organ of the state department of public instruction, by reason of the appropriation which the legislature had granted to fur-

nish a copy of it for each school district. It was suspended in 1865, mainly because this appropriation was withdrawn the year previous. By a law of 1871, the clerk of each school district was authorized to subscribe annually for one copy of the Journal, and the subscription should be paid by the district. Besides the annual reports, it has always been the principal source of communication between the head of the educational system and the teachers and school officers of the state.

*APPENDIX.*





HISTORICAL SKETCH  
OF THE  
STATE HISTORICAL SOCIETY  
OF WISCONSIN.

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BY PROF. J. D. BUTLER, LL. D.

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Wisconsin became a state in 1848, and its Historical Society, which was born the next year, has grown with its growth and strengthened with its strength.

Yet at the close of five years its library amounted to no more than fifty volumes. Its true birth was in 1854, when it was first subsidized by the state. The first grant was only \$500 a year. But legislative liberality has annually increased.

The local habitation of the society, in 1855, was a room fifteen feet square in the basement of a church. Next year it passed into an apartment 60 by 45 feet, and thence in 1866 into the south wing of the capitol. Its quarters there are three halls sixty feet in length, and so lofty as to be girdled with galleries at mid-height, doubling the shelf room. The shelves in the upper story are eight hundred. Besides, it has two

towers, each of three stories, which are used for cabinets, one of maps, and the other of prehistoric antiques. But the caskets are too narrow for the jewels, and the great need now is a separate and fire-proof edifice, where prospective accumulations will find ample room and verge enough.

#### LIBRARY.

The library, since 1854, has expanded from 50 books to 33,319 bound volumes in 1876, besides a still larger number of pamphlets. The newspapers amount to 2,467 volumes, sixty-two of them dating from the seventeenth century. In 1875, the increment was 2,851 volumes—a little over half of them by purchase.

The catalogue—three octavos, the third just published—fills 1,741 pages.

The galleries are hung with ninety-nine oil paintings of persons notable in state annals.

The prehistoric cabinet includes about ten thousand relics of the stone age, and is said to show more diversified products, both of the palæolithic and neolithic periods than almost any other. But its chief glory is the handiwork of the Copper era—an era scarcely traceable in Europe—the largest celts, the most various styles of spear and knife—the most unmistakable specimens of *unalloyed* copper implements, and those in greater numbers than are known to be extant in all other cabinets whatever.

The largest single donation was procured through the writer of this article from the widow of Otto Tank, a Wisconsin pioneer. It amounted to more than 5,000 volumes of books and pamphlets, and had formed the

library of her father, a clergyman at Zeist in Holland. It fills an alcove.

The library halls are in the State Capitol, which is so situated as to be the principal thoroughfare of school children and of business men, all business houses facing its park, and sixteen streets converging in it. It is open for consultation six hours daily and six days in the week, as well as evenings when the legislature is in session.

#### PUBLICATIONS.

Besides its catalogue, the society has printed seven octavo volumes of collections. Their contents, in addition to its reports and proceedings, are journals of Jesuit missionaries, and of travelers or military officers almost as ancient, — annals of towns and counties as well as of pioneering before towns or counties were known, — papers on Indian legends, wars, — migrations, — aboriginal names, personal and geographical, and languages, — annual addresses before the society, — articles on education, boundaries, lead mining, — man-shaped mounds, and other prehistoric antiquities, — rare documents from Canadian and other archives, — biographies of representative citizens in all walks of life, etc., etc.

#### SOURCES OF SUCCESS.

The Historical Society has developed into proportions which render it one of the chief attractions of the capital, and a matter of pride to every citizen of the state. This gratifying progress is chiefly traceable to three sources:

First, its Secretary, Lyman C. Draper. Mr. D. may be called the perpetual secretary. His name appears

signed to every annual report from first to last, now these twenty-two years. He has also been perpetually at work, not only as secretary, but as the factotum of the association. He has raised money for it not only at home, but from the most unlooked for sources abroad. He has found rare and curious documents which rich antiquarians had failed to find, and often procured them for his treasury without money and without price. He is understood to have bequeathed his own collection, which is without an equal in MSS. illustrative of north-western annals, to the society, that having served it through life, he may continue to serve it after death.

One specimen of Mr. Draper's success in raising money is the so called *binding fund*. He first set apart for this end small fees and gifts, saying they should accumulate by interest and begging till it amounted to \$10,000. The project was laughed at even by those who pityingly gave it some trifle. But when last heard from, that fund amounted to more than \$4,000, besides a square mile of land worth perhaps as much more.

The *second* cause of rapid expansion in the Historical Society has been *legislative liberality*.

This bounty, beginning twenty-two years ago with a grant of \$500, has gradually grown ever since. It now amounts to \$8,000 a year, besides library rooms, warming, lighting, carpeting, shelving, and especially printing and sometimes binding, incidentals which certainly double the efficiency of the society, and perhaps the cost of its support.

The *third* influence to which the advancement of the Historical Society is to be ascribed, may be the co-operation of *multitudinous laborers*. The seven vol-

umes of its collections consist in original articles by more than a hundred writers, each of whom may have contributed what no one else could bestow.

The books and manuscripts in the library have come from a still larger list of donors. A list—by no means complete—of the persons from whom the prehistoric stone and copper curiosities have been gathered—includes the names of four hundred and forty-six individuals.

The bibliothecal treasury is now so large that it grows of itself—attracting to its shelves whatever it needs. And it must more and more. Passing a cairn in the high Alps, I was told by my guide that it had been growing time out of mind, as every wayfarer took pains to add a stone to the pile heaped where a lady had perished in a mountain storm. There was snow all around the monument, but I could not pass without throwing on it a snowball. A little further on discovering a stone where a torrent had cut through the snow, I returned and added my mite to the mass.

In a similar way,—and in a thousand other ways, the historical library must develop—till long before our next Centennial it shall be fitly described in words which no man can mend, as

“Made porous to receive  
And drink the liquid light, firm to retain  
Her gathered beams, great palace now of light,  
Whither as to a fountain countless stars,  
Repairing, in their golden urns, draw light.”





HISTORICAL SKETCH  
OF THE  
WISCONSIN ACADEMY  
OF  
SCIENCES, ARTS, AND LETTERS.

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BY JOHN E. DAVIES, A. M., M. D.,

*Professor of Physics in the University of Wisconsin, and General Secretary of the Academy.*

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This association, the objects of which may be regarded as in a certain degree educational, was organized by a convention of scientific, literary, and other prominent men of the state of Wisconsin, which met for this purpose in the State Agricultural Rooms at Madison, on the 16th of February, 1870. The convention was presided over by the Hon. W. P. Lynde, of Milwaukee, and subsequently by Ex-Gov. Nelson Dewey, of Cassville.

On motion of Judge J. G. Knapp, of Madison, the following resolution was unanimously adopted by the convention:

*Resolved*, That we do organize an association under the name of "The Wisconsin Academy of Sciences, Arts, and Letters."

The specific objects of the Academy were then stated by Dr. J. W. Hoyt, at that time secretary of the State Agricultural Society, and subsequently the first president of the Academy for six years, to be, among others:

1. Researches and investigations in the various departments of the material, metaphysical, ethical, ethnological and social sciences.

2. A progressive and thorough scientific survey of the state, with a view to determine its mineral, agricultural and other resources.

3. The advancement of the useful arts, through the applications of science, and the encouragement of original invention.

4. The encouragement of the fine arts, by means of honors and prizes awarded to artists for original works of superior merit.

5. The formation of scientific, economical and art museums.

6. The encouragement of philological and historical researches, the collection and preservation of historic records, and the formation of a general library.

7. The diffusion of knowledge by the publication of original contributions to science, literature and the arts.

To carry out these objects of the organization it was deemed advisable to form separate departments as follows:

1. The department of the social and political sciences, embracing jurisprudence, political economy, education, public health, and social economy generally.

2. The department of the natural sciences, embracing mathematics, physics, chemistry, natural history and physiology.

3. The department of the arts, embracing the mechanic arts and the fine arts.

4. The department of letters, embracing language, literature, history.

To these were afterwards added:

5. The department of speculative philosophy.

6. The department of the fine arts; the third department being hereafter limited to the mechanic arts and useful inventions.

The first meetings of the Academy were held in the rooms of the Wisconsin State Agricultural Society; but subsequently the room adjoining that of the secretary of that society was assigned by the governor for the uses of the Academy of Sciences, and by his order additional cases were erected there for the accommodation of its museum and library, and a desk was provided for its secretary.

Although the attendance at, and apparent increase of interest in the meetings of the Academy, have since very largely increased, the number and intelligence of those who attended its first meetings were such as to indicate that an organization of this character was a recognized need in the state, and would be welcomed with enthusiasm. The following language, used by those who called the convention at which the Academy of Sciences was organized, sufficiently indicated this:

“An institution of the kind in question would bring into more intimate relations many men, who, though already more or less engaged in original studies and investigations of various kinds, accomplish less than they would had they frequent association with each other, a

common storehouse into which to bring their material collections, and some proper medium through which to publish the approved results of their scientific labors to the world.

“It would awaken a scientific spirit in all enquiring minds, and thus lead to a more fruitful intellectual activity among the people at large and to a wider diffusion of useful knowledge.

“Through a scientific and economical exploration of the state, to which it would early lead — and which it might with great advantage direct — as well as through the published results of independent investigations, conducted by its members, it would do much towards bringing the many natural advantages of our state to the notice of foreign populations, and especially to capitalists, both at home and abroad; thus promoting the more rapid and more economical development of our material resources.

“It would result in new and important applications of science to the practical arts, and thus advance the industry of the country.

“It would associate artists of every class, establish higher standards for the execution of works of art, and lead to the formation of an art museum.

“It would bring together men of letters and promote advancement in every department of language, literature and philosophy.

“It would also tend to promote the literary and æsthetic culture of the people, and by the quickening, invigorating, and elevating influence it would exert upon all our higher educational institutions, largely contribute to the social progress of the state, and the earlier insure

to Wisconsin an advanced position among the most enlightened communities of the world.

"We further believe that the time has now come, when, with proper effort on the part of those who may be reasonably expected to aid in so important an enterprise, the foundations may be laid for an institution that shall be of great practical utility and a lasting honor to the state."

At the first meeting of the Academy the following gentlemen were elected as its officers for the first three years:

*President* — Dr. J. W. HOYT, Madison.

*Vice President's* — Dr. P. R. HOY, Racine; Rt. Rev. W. E. ARMITAGE Milwaukee; Ex-Gov. NELSON DEWEY, Cassville; Rev. Dr. A. L. CHAPIN Beloit.

*General Secretary* — Dr. I. A. LAPHAM, Milwaukee.

*Treasurer* — GEO. P. DELAPLAINE, Esq., Madison.

*Director of the Museum* — WILLIAM DUDLEY, Esq., Madison.

*Librarian* — Hon. J. G. KNAPP, Madison.

In 1872, the Academy published its first volume of "Transactions," which contained in the various departments the papers enumerated in the following list:

#### REPORT OF THE PRESIDENT.

Embracing —

1. Reasons for the organization of the Academy, with a record of what had previously been done by, and in behalf of, Wisconsin in the Sciences, in the Arts, and in Letters.
2. General Plan of the Academy.
3. What the Academy has done already.

#### PAPERS READ BEFORE THE ACADEMY IN 1870 AND 1872.

##### *Department of the Social and Political Sciences.*

1. The Relation of Labor and Capital. By A. L. Chapin, D. D., LL.D., President of Beloit College.
2. The German Sunday. By Right Rev. W. E. Armitage, D. D., Protestant Episcopal Bishop of Wisconsin.

3. Social Science and Woman Suffrage. By Rev. Charles Caverno, A. M.
4. The Common Jail System of the Country. By Hon. S. D. Hastings, Secretary of the State Board of Charities.

*Department of the Natural Sciences.*

5. Deep Water Fauna of Lake Michigan. By P. R. Hoy, M. D.
6. On the Classification of Plants. By I. A. Lapham, LL.D.
7. Insects Injurious to Agriculture — Aphides. By P. R. Hoy, M. D.
8. Conifere of the Rocky Mountains and their Adaptation to the Soil and Climate of Wisconsin. By J. G. Knapp, Esq.
9. Report on the Geology of the Region about Devil's Lake. By Prof. James H. Eaton, Ph. D.
10. On the Age of the Quartzites, Schists and Conglomerates of Sauk county. By Prof. Roland Irving, E. M.
11. Suggestions as to a Basis for the Gradation of the Vertebrata. By Prof. T. C. Chamberlin.
12. Ancient Lakes of Wisconsin. By J. G. Knapp, Esq.
13. On the Mineral Well at Waterloo, Wis. By Rev. A. O. Wright, A. M.
14. On Potentials, and their Application in Physical Science. By Prof. John E. Davies, M. D.

*Department of the Arts.*

15. The Production of Sulphide of Mercury by a New Process, and its Use in Photography. By W. H. Sherman, Esq.

*Department of Letters.*

16. The Rural Population of England as Classified in Domesday Book. By Prof. William F. Allen, A. M.
17. On the Place of the Indian Languages in the Study of Ethnology. By Prof. John B. Feuling, Ph. D.

PROCEEDINGS.

1. Proceedings of the Convention called to organize the Academy.
2. First meeting of the Academy, February 16, 1870.
3. First meeting of the General Council.
4. Second meeting of the Academy, July, 1870.
5. Third meeting of the Academy, September, 1870.
6. First annual meeting of the Academy, February, 1871.
7. Fifth Meeting of the Academy, July, 1871.
8. Sixth meeting of the Academy. September, 1871.
9. Second annual meeting of the Academy, February, 1871.

As the annual members of the Academy, besides bearing all the expenses incident to their respective investigations and the preparation of their papers, pay also

an *annual*, as well as an admission fee, into the general fund of the Academy, to meet necessary current expenses, the legislature of Wisconsin was petitioned to aid in their work, some of which has probably been of direct utility to the state, by assuming the cost of publishing *biennially* such papers as the publishing committee of the Academy should deem worthy of insertion in their volume of "Transactions."

By this generous act of the legislature, Vol. II, for 1873-4, has already been published; and Vol. III is now in the hands of the printer.

Vol. II contains the following:

LISTS OF OFFICERS AND MEMBERS OF THE ACADEMY.

CHARTER OF THE ACADEMY.

CONSTITUTION AND BY-LAWS.

REPORT OF THE PRESIDENT.

Embracing—

1. General condition.
2. Condition and Progress of the several Departments.
3. The Library.
4. The Scientific Museum.
5. Reports of the Treasurer.
6. Results of Work done, as shown by the Titles and Papers read before the Academy.

TITLES OF PAPERS.

*Department of Speculative Philosophy.*

1. The Metaphysical Basis of Science. By Prof. S. H. Carpenter, LL.D.
2. Vexed Questions in Ethics. By Rev. F. M. Holland, A. M.
3. The Philosophy of Evolution. By Prof. S. H. Carpenter, LL.D.

*Department of the Social and Political Sciences.*

4. Population and Sustenance. By Dr. G. M. Steele, D. D.
5. Records of Marriages. By Rev. F. M. Holland, A. M.
6. Effect of the Duty on Imports on the Value of Gold. By John Y. Smith, Esq.
7. Requisites to a Reform of the Civil Service of the United States. By John W. Hoyt, A. M., M. D.
8. Natural History as a Branch of Elementary Education. By P. R. Hoy, M. D.



*Department of the Natural Sciences.*

9. On some Points in the Geology of Northern Wisconsin. By Prof. Roland Irving, A. M., M. E.
10. Some of the Peculiarities of the Fauna of Racine. By P. R. Hoy, M. D.
11. Relation of the Sandstones, Conglomerates and Limestones of Baraboo Valley to each other and to the Azoic Quartzites. By Prof. James H. Eaton, Ph. D. (Illustrated.)
12. Note on the Absorption of Arsenic by the Human Liver. By Prof. W. W. Daniells, M. S.
13. Some Evidences bearing upon the Method of the Upheaval of the Quartzites of Sauk and Columbia Counties. By Prof. T. C. Chamberlin, A. M. (Illustrated.)
14. On Fluctuations in Level of the Quartzites of Sauk and Columbia counties. By Prof. T. C. Chamberlin, A. M. (Illustrated.)
15. On a Hand Specimen showing the exact Junction of the Primordial Sandstones and Huronian Schists. By Prof. Roland Irving, A. M., M. E.
16. On the Occurrence of Gold and Silver in Minute Quantities in Quartz from Clark County. By Prof. Roland Irving, A. M., M. E.

*Department of the Arts.*

17. On the Wisconsin River Improvement. By Prof. W. J. L. Nicodemus, A. M., C. E.
18. On the Strength of Materials as applied to Engineering. By John Nader, Ass't U. S. Engineer.
19. Railway Gauges. By Prof. W. J. L. Nicodemus, A. M., C. E.

*Department of Letters.*

20. The Etymology of the word Church. By Prof. John B. Fenling, Ph. D.
21. History of the Science of Hydraulics. By Prof. W. J. L. Nicodemus A. M., C. E.
22. The Naming of America. By Prof. J. D. Butler, LL D.
23. The Rural Classes of England in the 13th Century. By Prof. W. F. Allen, A. M.
24. Ranks and Classes among the Anglo-Saxons. By Prof. W. F. Allen, A. M.

## PROCEEDINGS OF THE ACADEMY.

SKETCH OF THE LIFE AND CHARACTER OF RT. REV. BISHOP W. E. ARMITAGE,  
Late Vice President for the Department of the Social and Political Sciences.

The officers of the Academy elected in 1876 were, for

*President* — P. R. Hoy, M. D., Racine.

*General Secretary* — John E. Davies, A. M., M. D., Madison.

*Vice-President for Department of Speculative Philosophy* — S. H. Carpenter, LL. D., Madison.

*Vice President for Department of Natural Science* — Prof. T. C. Chamberlin, Beloit.

*Vice President for Department of Social and Political Science* — Rev. Dr. G. M. Steele, Appleton.

*Vice President for Department of Mechanic Arts* — Hon. J. I. Case, Racine.

*Vice President for Department of Letters.* — Rev. Dr. A. L. Chapin, Beloit.

*Vice President for Department of Fine Arts.* — Dr. J. W. Hoyt, Madison.

*Treasurer* — G. P. Delaplaine, Esq., Madison.

*Director of Museum* — E. T. Sweet, M. S., Sun Prairie.

*Librarian* — C. N. Gregory, A. M., Madison.

Most of the papers hitherto published by members of the Academy have been prepared under the stress of other laborious duties, and hence, frequently lack the degree of completeness which their authors desire. It has only been in consequence of their clear perception that, while generally unremunerated and even unrecognized, the abstract sciences nevertheless stand first in importance as regards the ultimate welfare of a people, that they have consented at all to endeavor through these papers to inculcate sound principles of political economy, ethics, historical interpretation, and science in general. This they have done, however, in all the departments, working solely in the interests of truth, without any regard to immediate practical results, or any prospect of pecuniary reward, immediate or remote. In this way, always, will the best results in science be attained.

MADISON, May 12, 1876.





















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